

**A. Gurbanow, I. Gurbanowa,
F. Nurgeldiýewa**

INĬLIS DILI

**Orta mekdepleriň
IX synpy üçin okuw kitaby**

Ikinji neşir

*Türkmenistanyň Bilim ministrligi
tarapyndan hödürlenildi*

**Türkmen döwlet neşirýat gullugy
Aşgabat-2012**

UOK 373.167.1:802.0

G 80

A. Gurbanow, L. Gurbanowa, F. Nurgeldiyewa
G 80 **Iňlis dili.** Orta mekdepleriň IX synpy üçin okuw kitaby. – A.:
Türkmen döwlet neşirýat gullugy, 2012.

TDKP № 232, 2012

KBK iňl 81.2 (iňl) ýa 72

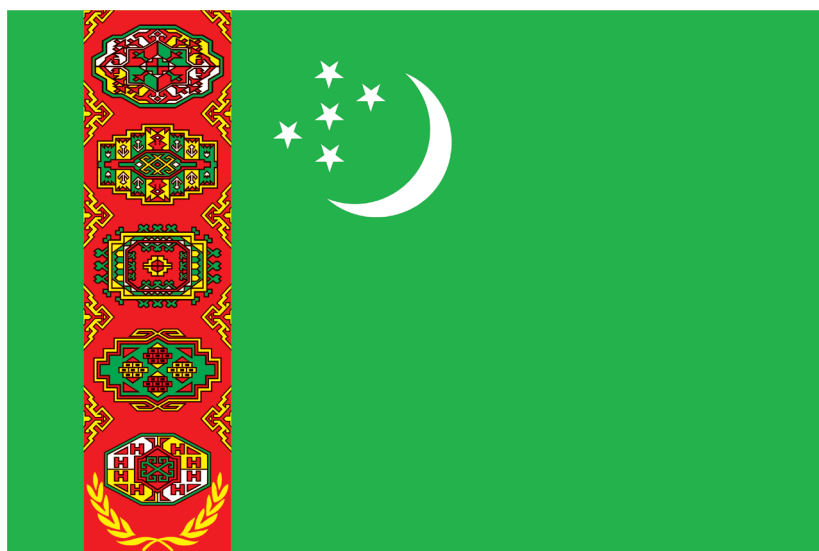
© A. Gurbanow we başg., 2012.



**PRESIDENT OF TURKMENISTAN
GURBANGULY BERDIMUHAMEDOV**



THE STATE EMBLEM OF TURKMENISTAN



THE STATE FLAG OF TURKMENISTAN

THE STATE ANTHEM OF TURKMENISTAN

I am ready to give life for native hearth,
The spirit of ancestors descendants
 are famous for.
My land is sacred. My flag flies in the world
A symbol of the great neutral country flies.

Refrain:

The great creation of people,
Native land, sovereign state,
Turkmenistan, light and song of soul,
Long live and prosper for ever and ever!

My nation is united and is veins of tribes
Ancestor's blood, undying flows,
Storms and misfortunes of times are
 not dreadful for us,
Let us increase fame and honour!

Refrain:

The great creation of people,
Native land, sovereign state,
Turkmenistan, light and song of soul,
Long live and prosper for ever and ever!

UNIT 1

TO HAVE, HAVE (HAS) GOT İŞLİKLERİ

Have (has) got – bar diýlip terjime edilýär.

Meselem:

He has got an interesting book.

Onuň gyzykly kitaby bar.

I have got (I've got) two sisters.

Meniň iki doganym bar.

She's got new shoes.

Onuň täze köwşi bar.

They've got a lot of English books.

Olaryň köp inlişçe kitaplary bar.

Has he got a book?

Onuň kitaby barmy?

Have you got a large family?

Siziň uly maşgalaňyz barmy?

I have not got a book.

Meniň kitabym ýok.

He has not got a newspaper.

Onuň gazetini ýok.

To have işligi bar bolmak, eýe bolmak diýlip terjime edilýär.

Meselem:

She always **has a lot** of work to do.

Onuň hemişe köp işi bar.

To have işligiň sorag we ýokluk görnüşleri **to do** kömekçi işligiň kömegi bilen ýasalýar.

Meselem:

Do you have much time for your lessons?

Sapak üçin wagtyňyz känmi?

Yes, I usually have a lot of time for them.

Hawa, adatça, olar üçin meniň wagtym kän.

No, I don't have much time for them.

Ýok, olar üçin wagtym kän däl.

Ex. 1. Write the interrogative and negative forms of the following sentences.

a) 1. Merjen has got a family. 2. Jennet has got a lot of children. 3. I've got a sister. 4. My friends have got a lot of books.

b) 1. They have their English in the morning. 2. They had a dictation yesterday. 3. He's having dinner now.

c) 1. I often have a lot of work to do. 2. I've got a lot of work to do today. 3. She had a lot of work to do last week.

Ex. 2. Make up sentences using the given words.

Model 1: I've got a family.
I haven't got a family
Have you got a family?

a son, a sister, a friend, a mother, a father, skates, an English (German, French) magazine, a text book, a question.

Model 2: I have (had) dinner at two.
Do (did) you have dinner at two?
I don't (didn't) have dinner at two.
Is he having dinner now?

to have breakfast (supper), a dictation, a test, classes, one's English (German, French).

Model 3: I've got (haven't got) a cold now.
I often have (don't often have) cold.
time, work, a cold, cold.

Ex. 3. Answer the following questions. Concentrate your attention on the verbs to have and to have got.

1. Have you got a family?

2. How many children have you got?
3. Have you got a sister?
4. Which of your friends hasn't got a family?
5. Which of you has got a sister?
6. How often do you have English classes (dictations, tests)?
7. Did you have classes (a test, a dictation) last week?
8. When are you having a dictation (a test, your English)?
9. Which days do you have much work to do?
10. Have you got much work to do now?
11. When do you usually have time to go to the cinema?
12. Have you got time to go to the theatre tonight?
13. Do your friends often have cold?
14. Has your (sister, brother) got a cold now?

Ex. 4. Translate the following sentences into English concentrating attention on the verbs to have and to have got.

a) 1. Meniň gyzykly kitabym bar. 2. Meniň dostumyň iki kiçi dogany bar. 3. Siziň dostuňzyň maşgalasy ulumy ýa-da kiçi? 4. Siziň dostuňzyň näçe jigisi bar? 5. Meniň oglumyň köp iňlisçe kitaplary bar, emma fransuzça kitaplary ýok. 6. Kimde sorag bar? 7. Meniň bir soragym bar.

b) 1. Adatça, näçede ertirlik nahar edinýäňiz. 2. Şu gün biz örän ir naharlandyk. 3. Şu gün siz giç günortanlyk edindiňizmi? 4. Düýn nirede günortanlyk edindiňiz? Düýn men dostumyňkyda günortanlyk edindim. 5. Olar eýýäm, günortan nahar edinýärler.

c) 1. Gynansam-da, şu gün siziň bilen bu soragy ara alyp maslahatlaşmaga wagtym ýok. 2. Iňlis dilinden öý işini etmäge wagtyňyz köpmi?. 3. Düýn işiňiz köpmüdi? 4. Žurnaly beriň, häzir okamaga wagtym bar. 5. Siz ýgy-ýgydan sowuklaýaňyzmy? 6. Siz häzir dümewlimi? Hawa.

Ex. 5. Translate into Turkmen. Pay attention to the pronunciation of some, any.

1. Some children don't like to play. 2. Please, give me some chalk. 3. Have you got any friends here? 4. I haven't got any questions. 5. I don't think we've got any ink in the house. 6. Please, take any magazines you like.

Ex. 6. Choose one of the pronouns from the brackets.

1. Do you learn (some, any) foreign languages? 2. Has your friend got (some, any) English magazines? 3. I didn't get (some, any) letters yesterday. 4. Please take (some, any) German books you like. 5. I don't think we've got (some, any) time today to discuss this question.

Ex. 7. Read the text and tell what you think about school holidays and why you like them.

SUMMER HOLIDAYS

You come back to school to study at the 9th form for a new year and you are ready to work in the classrooms, laboratories, workshops. But you are still thinking about the summer holidays that have gone.

Every year the summer holidays are different. Three years ago, for example, you went to the seaside with your parents. A year later you were glad to go to the school camp and last year the greater part of your holidays was spent in the camp.

When you come back to school in September, you are interested to learn from other boys and girls how they spent their summer holidays. Each pupil may have his own story to tell about his work on a farm, about an interesting trip, about sport camps in the country.

All holidays are wonderful because they are different from everyday life. That is why, when holidays are over and

we are back at school, like now, we get a lot of pleasure out of speaking about them. Don't you think so?

Some boys and girls may say that the holidays were too short, but let us hope that next summer they will be able to do everything they had no time for this summer.

The next holidays won't come soon, but as the English people say, «Everything comes to him who waits». So we shall work the whole year and when holiday time comes, we'll have a good time.

Ex. 8. Active words and word combinations:

classmate - a group of students or pupils who are taught together

seaside - a beach area or holiday resort

a year - the time taken by the earth to make one revolution around the sun

to be glad - to be pleased

to be interested - to be not impartial

wonderful - extremely good

trip - an instance of tripping or falling

pleasure - a feeling of happy satisfaction and enjoyment

Ex. 9. Read and answer the questions.

1. What do you think about your summer holidays?
2. When do we say that a boy (a girl) is a good friend?
3. Are you satisfied with your summer holidays?
4. Are the summer holidays different?
5. What do you want to be after you leave school?
6. Why do people say that school days are the happiest days?

UNIT 2

Memory Work: When the weather is wet
We must not fret,
When the weather is cold
We must not scold.
When the weather is warm
We must not storm,
But be thankful together
Whatever the weather.

Ex. 1. Read and concentrate your attention on sounds, stresses and tunes.

1. Get ten eggs ready for breakfast.
2. Every day in every way.
The weather is getting better and better.
3. East or West home is best.
4. All is well that ends well.
5. Better late than never.
6. Health is above wealth.

Ex. 2. Give the four forms of the following verbs:

come, blow, drive, fall, prefer, freeze, ski, put, sleep, hang, show, sew, awake, sleep, build, stop, sit, read, write, play, leave, begin, become.

Ex. 3. Give the degrees of comparison of the following adjectives:

dark, heavy, hard, large, old, severe, pleasant, bad, good, strong, weak, little, far, near, late, clear, hot, warm, beautiful.

Ex. 4. Make up sentences using the words and word combinations given below:

summer, hot, cold, the sun, to shine brightly, to bathe, to swim, to fish, to lie in the sun, at the seaside, to travel by car, in a rest-home, on the shore.

Ex. 5. Make the following sentences interrogative and negative.

1. It is chilly today as it was yesterday. 2. The frost will be as hard tomorrow as it is today. 3. She is as fond of frosty weather as her brother is. 4. It has stopped raining. 5. She will be working when you come. 6. Pressure will remain high.

Ex. 6. Put the adjectives and adverbs in brackets in the required degrees of comparison:

1. Today the frost is (severe) than it was yesterday. 2. This book is (interesting) of all I have read this year. 3. It snows (hard) this winter than it did last winter. 4. January is (cold) month of the year. 5. My sister speaks English (bad) than I do. 6. Which is (hot) month of the year? 7. Which is (beautiful) place in this part of the country? 8. This nice-looking girl is (good) student in our group. 9. Does this sportsman run (fast) than you? - Oh, yes, he is (fast) in our group. 10. The students in our group'll have (little) spare time this term and I (little) of all as I've got (much) work at the scientific society.

Ex. 7. Choose the right words:

to stay — to remain

1. I have done three exercises and two.... 2. The place was so nice that we decided to ... there all the summer. 3. Few leaves...on the trees and they are not green any longer. 4. He was so tired that he ... in bed all day long. 5. The teacher tried to make the boy speak but he ... silent. 6. It was raining so hard that I ... at my friend's the whole night.

such — so

1. She was ... tired that she couldn't go on working. 2. I never go for.. long walks. 3. I didn't know that it was ... an interesting book. 4. The student spoke English... badly that the teacher couldn't give him even a satisfactory mark. 5. The weather was

... nasty yesterday that I stayed at home all day long. It rained
... hard yesterday that I got wet through.

Ex. 8. Translate the following into English.

1. Şu gün düynki ýaly duman däl. 2. Nähili erbet howa. Bular ýaly erbet howada ýöremek ýakymсыz. 3. Şu gün düynkä garanda şemal güýçli däl. 4. Men şu gün howa maglumatyny diňlemedim. 5. Saýawany ýa-da plaşyňy al. 6. Howa örän sowuk. Sen öýde galmaly bolarsyň. 7. Ertir meniň doganym gelýär. Ondan telegramma aljagymy bilemok, alman ýagdaýymda hem men ony garşylaryn. Ol gelmänkä size jaň eder diýip pikir edýärim. Eger ýagys ýagmasa, biz teatra gideris. Eger ýagys ýagmasyny goýsa, men begenerin. Bir sagatdan delegatlar gelip başlar.

Ex. 9. Tell about your summer holidays.

Ex. 10. Make up a short dialogue «Summer holidays».

UNIT 3

AT THE LESSON

My surname is Nurgeldiyeva. I am a pupil. I study in the 9th form. I learn English.

We are at a lesson now. Jennet is standing at the blackboard. She is writing English sentences on the blackboard. We aren't writing. We are looking at the blackboard.

We don't often write in class. Sometimes we have dictations. During the lesson we read our text-book and do a lot of exercises. We don't often speak Turkmen in class. We speak English to our teacher. We usually speak Turkmen after classes.

We read English books , newspapers and magazines at the lessons. We translate articles from English into Turkmen and from Turkmen into English. I usually get good marks and always in time for the lessons. I like English very much.

My friend Gozel and I usually go home together. We do our homework together in the evening: we learn the new words, read texts and do exercises. We also revise grammar rules. We sometimes speak English at home. We speak about our family and our lessons.

«What's your name?» - «My surname's Nurgeldiyeva»

«Where do you study?» - «I study at school».

«What form do you study?» - «I study at the 9th form».

«Do you learn French?» - «No, I don't».

«What language do you learn?» - «I learn English».

«When do you usually have your English?» - «In the evening».

«Are you having a lesson now?» - «No, I'm not».

Active words and word combinations:

first - coming before all others in time, or order

to learn - gain knowledge

to study - to learn about

foreign - having to do with a country or language other than one's own

a language - the means of human communication

grammar - the whole structure of a language

to live - remain alive

centre - a point or part in the middle of something

to work - to work as one's job

also - in addition

a lot of - a large number or amount

to have - possess or own (to have one's English, to have a lesson)

morning - the period of time between midnight and noon (in the morning)

to stand - to be in or rise to an upright position
a sentence - a set of words that is complete in itself
often - frequently
seldom - rarely
always - at all times
dictate - say or read about
during - throughout the course of
a textbook - a book used as a standard work for the study
of a subject
an exercise [en'eksəsaiz] - activity requiring physical
effort carried out for the sake of health
to speak - say something
usually - happening or done regularly or often
after - in the time following (an event or another period
of time)
(after classes, before classes)
an evening - the period of time at the end of day (every
evening, in the evening)

Ex. 1. Make the sentences interrogative and negative.

I often meet this engineer here. You go to the factory every day. I read newspapers every morning. His sisters always give me books to read. They often go there. I usually read the **newspaper** at home. They often come here. We write questions at home.

Ex. 2. Put the adverbs in brackets instead of adverb (often).

a) We often meet these boys here (some, usually, always).
They often send me English books (some, usually, always). I
often write to my sister (some, usually, always). Do you often
go there? (some, usually, always).

Do you often read English newspaper? (usually, always).

Do they often come here? (sometimes, always, usually).

b) We don't often copy out these texts (always, usually). They don't often meet their friends here. I don't often read English newspapers.

Ex. 3. Answer the questions.

1. What do you read every morning?
2. Where do you usually read books and newspapers?
3. Where do you go every day?
4. Do you often meet your friends?
5. Do they sometimes take your books?
6. Do you read English books or newspapers?
7. What do you often copy out?
8. Do you read the newspaper every day?
9. Are you reading the newspaper now?
10. What are you doing now?
11. What do you do every morning?
12. Where do you go every morning?
13. Do you copy out English texts at home?
14. Is your friend copying out the new text?
15. What is he doing?

Ex.4. Write questions to the parts of the sentences in bold types.

1. This is a **room**. (1) 2. The walls in this room are **yellow**. (1) 3. Ann is in her **room** now. (1) 4. **She is reading a newspaper**. (3) 5. We read **good books**. (2) 6. I sometimes give Peter **my exercise-books**. (2) 7. My sisters **read these books** every day. (2) 8. I am going **to the blackboard**. (1)

Ex. 5. Translate the sentences into English.

1. Depderleriňizi açmagyňyzy haýyş edýärin. 2. Häzir näme okaýarsyňyz? 3. Olaryň talyplary, adatça, näme edýärler? Olar nähili gazetleri okaýarlar? 4. Siz nirä gidýärsiňiz? 5. Siz her gün nirä gidýärsiňiz? 6. Oturgyçda oturmagyňyzy haýyş edýärin. Depderiňizi alyň we başinji teksti göçüriň.

7. Siz näme edýärsiňiz? Biz başinji teksti göçürýäris. 8. Siziň ýoldaşlaryňyz iňlisçe kitaplary okaýarlarmy? Hawa, ýygy-ýygydan. 9. Kitaby ýapmazlygyňyzy haýyş edýärin. Olar maňa kitaplary we gazetleri ibermeýärler. 10. Bu nähili film? Bu gowy film.11. Men bu lukmana ýygy-ýygydan duşýaryn.

Ex. 6. Answer the questions.

1. What's your name?
2. Do you live in Mary or in Turkmenabat?
3. Do you live in the centre of Ashgabat?
4. Are you a teacher?
5. What do you do?
6. Where do you study?
7. Where do you go in the evening?
8. When do you have your English?
9. What language do you learn?
10. What do you do during the lessons?
11. What are you doing now?
12. Where do you do your exercises?
13. Do you usually do many exercises in class?
14. Do you do many exercises at home or in class?
15. Do you often have dictation?
16. Do you often speak English to your teacher?
17. What language do you usually speak in class?
18. Where do you go after classes?

UNIT 4

Ex. 1.

I We You They these engineers those workers my sisters the students my friends	to learn to leave to work to have to stand to speak to to read to do to write to copy out to open to close to take to meet to send to go to come to give	every day every morning every evening often always usually sometimes now
--	---	---

Ex. 2. Make up situations.

Before classes

to have one's English, in the evening, to go into the classroom, to speak to smb, to speak Turkmen.

In class

to have one's English, in the morning, to do exercises, a lot of, to have a dictation, sometimes.

Dialogue

Teacher: Good morning, all! Sit down, please! I expect no one is away?

Monitor: Nobody is. All are present. Oh sorry, Gurban is not here.

Teacher: What's up? Is he ill?

Monitor: He has the flu with a high temperature.

Teacher: That's too bad. Well now. Let's begin.

We'll check our homework. Azat, will you? Take your exercise-book and come to the board.

Monitor: Should write the words in transcription?

Teacher: Do. And you, Jennet, will read text 7, will you. The others should write down the mistakes if she has any.

Jennet: Is my pronunciation correct?

Teacher: There are some mistakes in your pronunciation. Pronunciation is your weak point.

Jennet: Should I read the text again for the next time?

Teacher: Yes. Have another try and make your reading more distinct.

Ex. 3. Read the text and discuss the conversation. Speak about your own problem if you still have one.

DECIDING THEIR FUTURE

When the school year was coming to an end, some of our old friends began discussing their future. It was quite natural because they have only a little time to decide this important problem before the new school year begins.

For Maya Berdiyeva has been already decided. Everything «You know, boys and girls», she said, «for a long time I didn't know whether to finish the secondary school, or to enter a professional college».

«And now, Maya? You've decided?» asked Kerim.

«Yes, I've nothing to worry about now. I've decided to go to a professional college. I'll learn dress-making and get secondary education at the same time. Don't you think I'm right, Kerim?»

Kerim said nothing. He was thinking.

Then Maral Geldiyeva said, «My parent's opinion is

divided, and I still don't know what to do. I am afraid I shan't be able to learn a trade and do all the tenth form subjects at the same time».

«That's nothing to worry about», said Aman Bayramov. «The programme at a secondary professional school isn't too difficult. My brother is a student at one of them and he has time even for sports and games.

«Your brother? And what about you?», asked Dunya Permanova.

Me? Oh, don't worry about me, I know what I am going to do. Join me and we'll become great specialists in making TV».

«I don't want to make TV», said Dunya. «I've decided to enter an institute when I leave school. I am going to spend two more years here.»

«Dunya, you don't know anything!», said Mamed Bagirov. «After finishing a secondary professional school you have every right to enter an institute. Didn't you know that?»

«Yes, of course I did . But all the same I'm going to finish the 10th form».

The friends went on discussing their future when Ayna Amanovna, the class teacher, joined them.

«Well, boys and girls», she said, «I know that many of you will continue your education in secondary professional schools. So let me wish you all the best. Don't forget your old school».

Ex. 4. Read and discuss the problems:

1. Besides learning a trade, you must get an education. Discuss what subjects in the school programme are more important to know well in the trade you have chosen.

2. There are schools that teach different trades. Your elder brother, for example, has become a miner after finishing a professional school and your sister is interested in dress-making, she is going to be a dress-maker. Discuss what trades your classmates may choose.

3. Boys who live near the sea may want to become dockers at a port or sailors on a ship. Discuss the kind of jobs which

can be taken by boys and girls living near a big factory or on a collective farm.

4. Some of the ninth-formers want to receive a higher education, but they prefer to learn a trade first and work for some years before entering an institute. Discuss whether their professional training will make it easier for them to get a higher education.

Ex. 5. Read, translate and make up sentences with the following word combinations:

school year, discussing the future, important problem, dress-making, to learn a trade, professional school, all subjects, to have time for sports, to become great specialists, to enter the institute, to continue education.

Ex. 6. Make up a dialogue to the text.

UNIT 5

EDUCATION IN TURKMENISTAN

Education is **compulsory** for everybody in Turkmenistan. Beginning from the 2007-2008 school year the terms of study at secondary schools are to be ten years, at higher educational institution - five years, and the terms of study of medicine and some kinds of arts are to last six years.

National system of education in Turkmenistan is based on a **new educational policy** of the President of Turkmenistan. A special Law, **On Education in Turkmenistan**, is based on the following main principles of the development of the educational sphere:

- access of every citizen to all forms of **educational services**, provided by the State;

- **equality of rights** for every citizen to realise his or her abilities and talent ;
- free **educational services** in the state **educational institutions**;
- relations with national history, culture and traditions;
- **secular character of education** in the State educational institutions;
- integration of education into science and production;
- co-ordination with educational systems of other countries;
- **flexibility** of the educational system.

The younger generation of the country widely uses its right to education. All citizens have an equal right to study in all educational institutions in Turkmenistan **irrespectively of sex**, origin and nationality. Like everywhere in the world, direct and indirect limitations are connected with a regulated number of places and high demands for some specialists. An age limit also exists. **Financial assistance** to the students, as it is usual in world practice, usually comes in the form of subsidies, such as **scholarships**.

A wide **network of educational institutions** exists in Turkmenistan. They are: pre-school institutions, primary schools, secondary schools, special vocational institutions, higher educational institutions.

The first stage of educational system is pre-school education and upbringing. Here the foundation for the further development of children's personality is laid, social and cultural rules are learned and preparation for school is undertaken.

Ex. 1. Answer the following questions.

1. What kind of education is there in Turkmenistan?
2. What is the duration of study at secondary and high schools in Turkmenistan?
3. What educational institutions are there in Turkmenistan?
4. Whom is the new educational policy adopted by?

5. What are the main principles of education in Turkmenistan?

6. Who has the right to study in Turkmenistan?

7. What educational institutions exist in Turkmenistan?

Ex. 2. Make up sentences with the following word combinations:

to adopt a special law, educational policy, equal right to study, younger generation, entrance examinations, free educational service, educational system.

Ex. 3. Summarize the text and retell about the education system in our country.

Ex. 4. Learn by heart the following words and word combinations:

free education,	educational institutions,
compulsory education,	financial assistance,
national system of education,	scholarships,
new educational policy,	teaching process,
educational services,	implementation,
equality of rights.	

UNIT 6

Grammar.

The forms of Present Indefinite for expressing the action in future in subordinate clauses of time after conjunctions if, when, before, while, until, as soon as.

Speech Exercises

Ask him when they return home.

Ask him when they will return home.

They will have dinner when they return home.

Ask him if they go there every Sunday.

Ask him if they will go there next Sunday.

They will see her if they go there next Sunday.

T. Ask me if I shall have dinner when I return home.

Ask N. if he will have a short rest when he returns home.

Ask him what he will do when he returns home.

Ask M. what N. will do when he returns home.

.....

T. Ask me if I shall have breakfast before I come here to-morrow.

Ask me if I shall read the newspaper before I leave the house.

Ask me what I shall do before I come here to-morrow.

Ask N. what I shall do before I come here to-morrow.

.....

T. Ask N. if he will listen in to the news before he leaves the house tomorrow.

Ask him if he will turn off the radio before he leaves the house.

Ask N. what he will do before he leaves the house to-morrow morning.

Ask M. what N. will do before he leaves the house to-morrow morning.

.....

T. Ask F. if he will turn on the TV when he comes home to-night.

Ask him if he will watch the TV programme when he comes home to-night.

Ask F. what he will do when he comes home to-night.

Ask V. what F. will do when he comes home to-night.

.....

T. Ask C. if he will go to a football match next Sunday if it is fine weather.

Ask him if he will go there if it is raining.

Ask C. where he will go next Sunday if it is fine weather.
Ask him what he will do next Sunday if it is raining.

.....

A LETTER

Dear John,

It gives me great pleasure to know you are going to visit London, which is a very beautiful city and one of the places of the greatest historical interest in the world.

I have spent several years in London and I love the city.

There are many good hotels there and I am sure you can always find a room in one of them. Still, if you wish to be certain about it before you go there, you will have to send e-mail to the hotel «Europe», which I think is one of the best hotels in London, asking them to reserve a room for two with a bath. If you have a room reserved for you, you will not have to run about the town looking for one, but will drive from the station straight to the hotel, where the clerk will be waiting for you with the key of your room on his desk.

The hotel «Europe» is right in the center of the city and most of the best museums, theatres and cinemas are not far away from the hotel. There is also a big concert hall just across the road.

At the hotel you will find a very good restaurant and a cafe. I always have my meals there when in London.

You will no doubt visit the most interesting of the historical places and also talk to different people you may come across, and before you leave London you will, I am sure, make friends with many of them.

I hope you will enjoy your trip to London and when you return here call me up or, if you have enough time, come to see me at the students' rest-home before you leave for your home country.

My best regards to your wife and good wishes to yourself.

Yours sincerely,

Bill.

Note: 1. If you have a room reserved for you
2. you will not have to run about the town looking for one (a room)
3. it is right in the center
4. go shopping
5. and also talk to different people you may come across
6. you will make friends with them.

Ex. 1. Read.

here, sincere; hear, year, theatre, really, museum, mausoleum; mountain, certain; history, historical, animal, capital, Canada, cinema, cigarette, economy, international, mineral, situation, vegetable.

Ex. 2. Write three main forms of the following verbs:

give, drive, spend, send, keep, sleep, bring, think, see, say.

Ex. 3. Answer the following questions.

1. Who is going to visit London?
2. What does John's friend write about London?
3. What will John have to do if he wishes to have a room reserved for him?
4. What room will they give him?
5. Where will John drive from the station?
6. Who will be waiting for them?
7. Where will John and his wife have their meals?
8. How many meals a day do we generally have?

Ex. 4. Put questions to the missing parts of the following sentences.

1) He will visit the ... places. 2) He will talk to 3) He will make friends with 4) On his return to his home country he will call up 5) He will go to see ... at the students' rest-home. 6) He will ... before he leaves for England. 7) ... will be waiting for him. 8) His friend will be ... at the student's rest-home. 9) They will go to England by

Ex. 5. Put the verbs in brackets in the correct form.

1) I (to see) you before you (to leave)? 2) Before he (to leave) for London he (to spend) a day or two at a rest-home not far from here. 3) Where they (to go) if the weather (to be) fine? 4) If it (to rain) we (to stay) at home. 5. She (to walk) home if it (to be) not too cold. 6. I am sure he (to come) to say good-bye to us before he (to leave) London. 7) If you (to miss) the 10.30 train there (to be) another at 10.35. 8) She (to call up) me before she (to fly) there. 9) What he (to do) when he (to return) home? 10) She (to go) shopping while he (to be) busy.

Ex. 6. Translate into English.

1. Men öýe gelenimde size jaň ederin. 2. Haçanda Londona gelenimizde size telegramma ibereris. 3. Ondan soraň, ol haçan Aşgabada gaýdyp geler? 4. Haçan Aşgabada geljegini ondan soraň? 5. Ondan soraň, ol sizi wozzala ugratmaga bararmy? 6. Eger ol gelse, oňa aydyň, men aşakda kanselýarada. 7. Eger ony wozzalda hiç kim garşy almasa men bararym? 8. Olardan soraň, kimdir-biri olary wozzalda garşy alarmyka? 9. Eger ol myhmanhanada ýer tapmasa, ýoldaşlarynyň ýanyna barar. 10. Olardan soraň, olar myhmanhanada durarmy ýada ýoldaşlarynyňkyda? 11. Siz näme edersiňiz, eger ony öýde tapsaňyz? 12. Ondan soraň, ol myhmanhanada otag tapyp bilermi? 13. Olara otag tapyp bilmerin diýip gorkýaryn. Eger geljek tomus, ol ýerik gitjek bolsaňyz, maňa jaň ediň, men size otag tapyp goýaryn.

Ex. 7. 1. Give us a plan of an imaginary trip to some place in Ashgabat.

2. Describe a trip to London.
3. Describe a day at student's rest-home.

THE ADVERB

The adverb is a part of speech which expresses some circumstances that attend an action or state or points out some characteristic features of an action or quality.

For example.

1. He studies very well.
2. You are quite right.
3. Where did you go yesterday?
4. Let's go upstairs.

According to their meaning adverbs fall under several groups:

- 1 adverbs of manners: kindly, hard, quickly
- 2 adverbs of time: today, tomorrow, soon
- 3 adverbs of frequency and repetition
often, never, ever, seldom, sometimes
- 4 adverbs of place: here, there, above, downstairs, outside
- 5 adverbs of degree: little, much, quite, very, too, how much.

As to their structure adverbs are divided into:

1. Simple adverbs: long, enough, then, here, there, now,
derivative adverbs: slowly, likewise, forward, headlong.
2. Compound adverbs: anyhow, sometimes, nowhere.
3. Composite adverbs: at once, at last.
 1. I have seen it **before**.
 2. The sun goes **down**.
 3. Don't speak **so loudly**.
 4. He **often** goes there.
 5. We walked home **slowly**.
 6. You speak too **fast** for me, I don't **quite** understand you.
 7. I liked the film **very much**.
 8. Are you **quite** ready?
 9. You've come **too late**.

10. It's **awfully** cold here.
11. **Where** are you going to?
12. **Why** did you do it?
13. **How** are you getting on?
14. I don't know **where** he lives?
15. I want to know why you are late.
16. Saturday is **when** I am so busy.

Ex. 1. Make up sentences with the following adverbs:

slowly, fast, hard, badly, much, well, early, far, near, often, late, quietly, easily, little, warmly, seriously, comfortably, quickly.

Ex. 2. Put the adverbs in brackets in the correct place:

1. (never) Gurban is late for his classes.
2. (usually) He has dinner at two o'clock.
3. (seldom) I go to bed before twelve o'clock.
4. (often) I speak Spanish with my mother.
5. (always) He works in the lab after his lessons.
6. (still) Do you think that she is ill?
7. (already) I think she is at home.
8. (Sometimes) I see him in the library.

Ex. 3. Form sentences of your own using the same adverbs.

Ex. 4. Answer the following questions.

1. What traditional holidays in our country do you know?
2. Is Victory Day a traditional holiday only in our country or is it an international holiday?
3. How do we celebrate Victory Day in our country?
4. How do people in other countries mark it?
5. When is your birthday (mother, father)?
6. Do you always invite guests to your birthday party?
7. There is tradition in some countries to put candles on the birthday cake so that people can see how old you are. How do you like this tradition?
8. Do you put candles on your birthday cake? Why?

Ex. 5. Make up sentences of your own using the words below (first as adjectives, then as adverbs).

Model: It's a bad mistake. She feels bad today.
fast, early, late, hard, long, far, low, well, quick.

Ex. 6. The following pairs of adverbs are different in meaning. Make up sentences of your own to show the difference:

hard-hardly, near-nearly, close-closely.

Ex. 7. Speak on your favourite holidays.

UNIT 8

DEGREES OF COMPARISON OF ADJECTIVES SPELLING RULE

1. Eger sypat sözüniň soňy «**y**» harpy bilen gutarsa, «**er, est**» goşulmalary goşulanda «**y**» harpy «**i**» harpyna öwrülýär. **Meselem:** busy – busier – busiest, dry – drier – driest, emma gay – gayer – gayest.

2. Eger-de sypatlaryň soňy «**e**» harpy bilen gutarsa, «**er, est**» goşulmalary goşulanda «**e**» harpy düşürilýär. **Meselem:** large – larger – largest.

3. Atlaryň soňy «**s, ss, x, sh, ch**» harplar bilen gutarsa köplük sany ýasalanda «**es**» ya-da «**s**» goşulmasy goşulýar: bus – buses, glass – glasses, box – boxes, dish – dishes, match – matches, emma piano, photo, sözleriň soňuna diňe «**s**» goşulmasy goşulýar: piano – pianos, photo – photos.

4. Atlaryň soňy «**y**» harpy bilen gutarsa, «**es**» goşulmasy goşulanda «**y**» harpy «**i**» harpyna öwrülýär. **Meselem:** study – studies, family – families.

5. Goşma sözlerde bolsa, brothers – in – law diýlip ýazylyar.

6. Atlaryň soňy «f» ýa-da «fe» bilen gutarsa «s» ýa-da «es» goşulmasy goşulanda «f» harpy «v» harpyna öwrülýär. **Meselem:** leaf - leaves, wife - wives.

7. Aşakdaky atlarda köplük sany düýp sözünüň uýtgemegi bilen ýasaýar. **Meselem:** man - men, woman - women, mouse - mice, tooth - teeth, foot - feet, goose - geese.

8. Käbir atlar birlik hem köplük sanda şol bir söz ulanýar, swine, sheep, deer, fish.

Ex. 1. Read aloud:

speed, loaf, loom, reach, rose, fill, coal, aim, cube, wear, faint, steam, tool, freeze, mutton, cristal, tense, shoot, trainer, coast, rase, float, beach, least, boot, fee, rain, author, veil.

A merry song, a big boat, a simple riddle, a little star, a good accent, an old oak, a good tool.

Ex. 2. Write the plural form of the following nouns:

college, writer, family, mouse, parrot, house, bird, man, goose, woman, leaf, roof, day, son-in-law, swine, box, dish, sheep.

Ex. 3. Complete the following general questions to make them alternative.

Model: Is he busy? Is he busy or free?

Are they in the garden ... ? Is your sister at the institute ... ? Is Bayram at the hospital ... ? Is the exercise easy ... ? Is Jennet thirteen ... ? Is the hall big ... ? Are you free on Saturday ... ? Are these lessons difficult ... ? Is this sentence long ... ?

Ex. 4. Give the following sentences in the plural.

Model: This is a pen. These are pens.

1. This is a box. 2. This is a spoon. That is a fork. 4. This is a park. 5. That is a garden. 6. This is a desk. 7. That is a door. 8. This is my bird. 9. That is his dog. 10. That is her daughter.

Ex. 5. Give the degrees of comparison of the following adjectives:

short, tall, large, nice, long, big, red, high, duty, fast, easy, good, bad, few, busy, near, far, old, late, thin, thick, comfortable, interesting, difficult, narrow.

Ex. 6. Rewrite the following sentences changing as...as into not so as or not as...as.

1. She is as young as you are. 2. He is as clever as his father is. 3. I am as tired as you are. 4. My mother is as old as yours. 5. This book is as interesting as that one. 6. These dictations are as bad as those ones. 7. My father is as tall as yours. 8. His daughter is as beautiful as his wife. 9. My room is as light as yours. 10. This new house is as big as the old one. 11. This boy is as clever as that one.

Ex. 7. Read the text and say what conclusions you come to when you have read it.

SPORTS IN OUR LIFE

«Do you like sport?» This question can be heard very often. Many people answer «Yes, I do». And they think about watching a game of football at a stadium, or on TV while sitting in a comfortable arm-chair. But watching sports events and going in for sports are two different things. Let's hope that you prefer the second.

Sport holds an important place in our life. When you listen to the radio early in the morning, you can always hear sports news. When you open newspaper, you will always find information about some game or other or an article about your favourite kind of sport. Especially interesting are stories about famous men or women in the world of sport, how they became champions and about their plans for the future.

Television programmes about sports are also very popular, and you can watch something interesting practically every day.

Sports help people to keep in good health. At the same time those who go in for sports try to get good results and win victories in sports competitions.

National kinds of sport games and sport competitions have always been popular in our country.

There is great enthusiasm for sport of every kind in our country, and any boy or girl who shows good results at sport clubs or at athletic competitions for school-children, is given every help to become a champion.

◆ Vocabulary Notes

watch - look at (smb. smth) carefully for a period time

game - form of play or sport with rules

event - something that happens esp. with importance

to go in for smth. - enter (a competition etc.) have an interest

hope - desire and expectation that smth. good will happen

prefer - like better

to listen to the radio - to hear the radio

information - facts or knowledge given

article - separate thing, piece of writing in a newspaper

champion - person, team etc. that wins a competition

plan - arrangement for doing smth. considered in advance

future - the time that will come after the present

popular - liked or enjoyed by many people

famous - known to very many people

favourite - person or thing liked more than others

health good - condition of the body or mind

win - come first or defeat one's opponent in a game, competition

result - something that happens because of an action or event

competition - event in which people compete

physical - of the body; - exercise - education, eg. gymnastics, athletics and games

enthusiasm - great interest or admiration

athlet - person trained for physical games

athletics - physical exercises and sports

Ex. 8. Learn the following expressions.

Many people are interested in sport; sport is very popular; to be fond of sport; it is very useful; both winter sports and summer sports are very important; people go in for many kinds of sports.

Ex. 9. Speak about sports.

1. How often do you go to the sports ground?

2. When you go to your school sports club, you can see many other boys and girls there. Why are they interested in out of school sports activities?

3. Many pupils take part in out-of-class sports activities. They go either to a sports club or to a sports school. What about you? What sport do you go in for?

4. From time to time competitions are held in sports and games at your school or in your region (town). What do you think about the aim of such competitions? Which of your classmates or schoolmates take part in them? Who are your school champions in different kinds of sports?

Ex. 10. Read and tell your classmates what they said over the telephone:

1. **Gurban:** What are you going to do this evening?

Jennet: I'm going to watch the figure-skating championship on TV.

2. **Gurban:** What was the result of the match?

Jennet: «Dinamo» team won.

3. **Gurban:** Were there many people at the stadium?

Jennet: There were thousands.

4. **Gurban:** Take your brother to see the match, Jennet.

Jennet: All right.

5. **Gurban:** Will you take part in the competition tomorrow?

Jennet: No, I shan't. I have to go to the doctor, I'm not well.

Ex. 11. Respond to the following sentences. Express your surprise or doubt as in the models:

Model 1: This is a good car.

Is it?

Model 2: This isn't a good car.

Isn't it?

1. This is a light room. 2. This is a big dog. 3. This is a dark garden. 4. This isn't a bad book. 5. This is a nice animal. 6. This isn't a good shop. 7. This isn't a big city. 8. This is a long sentence. 9. This isn't a thin exercise-book. 10. This is a difficult test. 11. This is an interesting story. 12. This isn't a bad idea. 13. This isn't a clever answer. 14. This isn't a small park.

SPORTS AND GAMES

We are sure that you are all interested in sport. Many of you play such games as valley-ball, foot-ball, basket-ball, tennis. People who play are players. There are sport teams. Each team can lose or win in the competition. Most matches take place in large stadiums.

Athletics is the most popular sport. It comprises such kinds of sports as running, jumping (long and high jumps) and others.

From time to time international championships and races (horse races, moto races, cycle-races) take place. Representatives of various countries can win a gold, silver, or bronze medals. Such great championships and races in sport are organized every four years and we call the Olympic Games.

There are so many kinds of sports, such as: cycling, swimming, gymnastics, boxing, skating, skiing, rowing, yachting and many more, in which you can take an active part.

◆ Vocabulary Notes

sport - an activity involving physical effort and skill in which a person or team competes against another or others

game - an activity that one does for amusement

play - take part in games for enjoyment

volleyball - a game for two teams in which a ball is hit by hand over a net and points are scored if the ball touches the ground on the opponent's side of the court.

basketball - a team game in which goals are scored by throwing a ball through a netted hoop

tennis - a game for two or four players, who use rackets to strike a ball over a net stretched across a grass or clay court

team - a group of players forming one side in a competitive game of sport

player - a person taking part in a sport or game

match - a contest in which people or teams compete against each other

lose - fail to win (a game or contest)

win - be successful or victorious in (a contest or conflict)

take place - be held

stadium - an athletic or sports ground with rows of seats for spectators

popular - liked or admired by many people

comprise - be made up of

kind - a class or type of similar people or things

running - flowing naturally or supplied through pipes and taps

distant - far away in space or time

jumping - a kind of sport, an act of jumping

long - having a great length in space or time

high - far above ground

time - a point of time as measured in hours and minutes past midnight or noon

international - existing or occurring between nations

championship - a sporting contest for the position of champion

race - a competition between runners, horses, vehicles, etc. to see which is the fastest over a set course

cycling - ride a bicycle

representative - typical of a class or group

country - a nation with its own government occupying a particular territory

medal - a metal disc with an inscription or design, awarded for achievement or to mark an event

organize - arrange in an orderly way

swim - propels oneself through water by moving ones arms and legs

gymnastics - exercises involving physical ability, flexibility and coordination

box (v) - fight an opponent with the fists in padded gloves as a sport

skate - move on skates

ski - each of a pair of long, narrow pieces of wood, metal, or plastic, attached to boots for traveling over snow

row - propel (a boat) with oars

yacht - a medium-sized sailing boat equipped for cruising or racing

Ex. 12. Answer the questions.

1. What kind of sport are you interested in?
2. What kinds of sports are you fond of?
3. What well known tennis sportsmen do you know?
4. What kind of sport do you like best of all?
5. What can you tell about the last Olympic Game?
6. Do you go in for sport?
7. Do you like football?
8. Does your friend go in for sport?
9. What kind of sport does he go in for?

DIALOGUE

A: - What kinds of sports are popular in Turkmenistan?

B: - To my mind volleyball, basketball, football, athletics, tennis, wrestling and draughts.

A: - What kinds of national sports are popular in Turkmenistan?

B: - Goresh, wrestling are popular in Turkmenistan. Goresh is held in Turkmen holidays and weddings.

A: - Do referee pay attention to the weight of the sportsmen?

B: - Yes, they do.

A: - What other sport games are popular in Turkmenistan?

B: - Horse racing. It is the most ancient kind of sport in Turkmenistan. As we know every Sunday horse-races are held in hippodrome in Ashgabat. Many people watch it on TV.

A: - What sports do boys and girls go in for at your school?

B: - They go in for gymnastics, tennis and volley ball.

A: - Do the sports help your health?

B: - Yes, they do. First it helps us to be healthy. People, who go in for sports, are usually strong and they do not often fall ill. Sport also helps us in our study.

Ex. 13. Give synonyms to the following words:

to return, to receive, to speak, quickly, expensive, to ask to dinner, in the open air, to start, by plane, to like.

Ex. 14. Give antonyms to the following words:

to buy, to get off, late, strong, better, cold, quickly, buyer, onside, the same thing, to put on, to disagree, possible, unnecessary.

Ex. 15. Fill in prepositions, where necessary.

1. Could you ask your friend to take part ... our meeting?
2. It's more difficult ... me to learn something ... heart now

than it was a few years ago. 3. Do you mind if the children have part ... their classes ... the open air? 4. I enjoyed traveling ... ship. 5. We got ... the bus and ... five minutes it is started. 6. Will you help the old woman to get ... the bus, please? 7. It's very cold outside. I think we'll have to put ... warm (warmer) things. 8. Shall we take our hats and coats? It's very warm in here. 9. I wonder what they were laughing ... when I came ... the room 10. Are you going to invite any ... your friends ... dinner ... Sunday? 11. Your friend will be pleased ... his new work. I'm quite sure ... it. 12. I wonder why you don't agree to go ... Mary ... plane. It'll take you much less time.

Ex. 16. Paraphrase the following:

a) modal verb **may**:

1. Perhaps they'll come tomorrow morning. 2. Perhaps she's still in Moscow. 3. Perhaps he'll write to us one of these days. 4. Perhaps she won't agree with you. 5. Perhaps they'll be out when you get to their place.

b) the verb **to enjoy**:

The film wasn't as good as the one we saw last week, and we didn't like it. Did you like your last journey? I'm sure you'll like the book.

Ex. 17. Practice the text for test reading.

Ex. 18. Speak on the following Sports in your life. I go in for sports. «A famous sportsman».

UNIT 9

Make up sentences according to the following models using the words and combinations given below.

Model 1: Let's begin our morning exercises:

read the text; write on the blackboard; do the exercises; speak to the teacher.

Model 2: Shall I write it in transcription?

Clean the blackboard; bring some chalk; do my homework; answer your question; spell the noun; press the button; pronounce it.

Model 3: Listen to the new song.

The teacher; your fellow school mates; the radio; the story; the text; the cassette-recorder; the actor.

Model 4: Look at the clock.

The picture; the house; the blackboard; the bird; the child; the lamp; the cup; the plate.

Ex.1.

To leave - to stay

1. He ... home in summer. 2. He ... at home in summer.
3. We ... in Moscow while our father is in the North. 4. He is ... the Urals very soon. 5. They never ... town for the vacation.
6. When will you ... ? 7. I don't think I'll ... at the Gurbanov's more than a fortnight. 8. I can't ... here and longer, the lectures begin at 9 o'clock, I must ... at once. 9. Our cousin is ... for Mary, he is going to ... any work there. 10. Why are you ... ? We are going to have a meeting. 11. He is ... with us for another week, isn't he? - No, he is ... tomorrow morning. I'm afraid. 12. When they ... I shall ... quite alone in the room.

To come - to go

1. He usually ... home in time. 2. Our father ... to his office at a quarter to 9. 3. If they ... to Hazar in August I shall miss them. 4. Look daddy is already ... home. 5. Where are you ... ? I am going to the University. Our studies begin at 9 o'clock.

Still - more - another

1. It is already October but it is ... rather warm. 2. Give me ... pencil, this one is too small. 3. Give me ... water, please. 4. We need ... time for the translation, I'm afraid. 5. «I don't want to get up», says little Kitty. 6. «It is ... very early». 7. Will you give me some ... milk ? 8. He asks for ... apple. 9. Let me have some ... pudding, it is very tasty. 10. Help yourself to some ... pie. 11. Help yourself to ... piece of pie. 12. I can't eat the porridge, it is ... very hot. 13. It is ... early, you needn't hurry. 14. I should like to have some ... salad. 15. Berdi is not at home. He is ... at the institute. 16. It is ... snowing. 17. The students need ... practice in these words. 18. He is going to buy some ... milk. 19. Try to get ... books on English literature. 20. May I have ... ticket to the Magtymguly Theatre? 21. Will you please give me some ... porridge? 22. They are ... talking.

A PUPIL'S DAY

At seven o'clock Jennet gets up every day. She opens the window and turns on the radio. She does her morning exercises to the music. She is going to have a wash.

At a quarter past seven Jennet is in the bathroom. Jennet takes a cold shower, dries herself on the towel and cleans her teeth. After that she is doing her hair before the looking-glass.

Then she brushes her clothes and shoes. She dresses: puts on her dress and shoes.

At a quarter to eight the family already has breakfast. While Jennet is sweeping the floor with a broom her mother is washing up. Jennet is not going to stay at home. She is going to school.

It is eight o'clock. Jennet is hurrying to school. She studies at the 8th form. Her classes begin at half past eight. Jennet is never late for her classes. She goes to school by bus. It takes her half an hour to get there.

It is one o'clock. The bell has gone. The classes are over. After the classes she goes to the canteen to have dinner with her friends. After the canteen Jennet Nurgeldiyeva is going to the laboratory to have some practice in pronunciation. Her friends are going to the reading-room to prepare their homework.

After a walk at six o'clock in the evening she comes home. She has a short rest and then does homework. At 11 o'clock she goes to bed.

◆ Vocabulary Notes

To turn on (off) the light (electricity, water, gas, TV-set, radio, tape-recorder, lamp, tap, to switch on (off).

to do	{	a lesson	to make	{	a mistake
		housework			a report
		an exercise			a dress
		the room			tea
		one's hair			a fire
		shopping, ironing			a present
		washing			money
good (harm)	friends				
		(enemies)			
		bed			

wash - to have a wash, to wash one's hair, to wash clothes (linen), to wash up

to dry - make or become dry

clean - free from dirt or harmful substances

brush - an implement with a handle and a block of bristles, hair or wire

to put smth on - to cover oneself with clothes

sweep - clean by brushing away dirt or litter

classes - lessons

to be over - to be finished

practice - do repeatedly so as to become skilful

iron - smoothe (clothes) with an iron

to play the piano, chess (tennis)

repair - restore (something damaged, worn, or faulty)

to a good condition

Has the bell gone?

it is so nice to see you

look here Jennet

for ages

something has gone wrong with...

to have a look at smth

there is nothing the matter with the iron

how clever of you! So kind of you!

Ex. 2. Translate the words and word combinations into Turkmen. Make up sentences.

To be short of time, to be pressed for time; spare time; on the way home; on the way to; in town; to be through with smth; to look through smth. (newspaper, article, text); to look forward to smth. (doing smth.); to manage to do smth., to look in. To listen in, to watch TV programme; to go to the laundry; the hairdresser, the barber, the cleaners; to have one's hair done, one clothes cleaned, to have a manicure.

Ex. 3. Answer the following questions.

1. (At) what time do you get up? 2. Is it light when you get up? 3. You do your morning exercises to the music, don't you? 4. What do you do in the bathroom? 5. What do you do with a tooth-brush (a towel, a comb)? 6. Do you take a shower in the morning or before you go to bed? 7. What do you clean your teeth with? 8. What do you dry yourself with? 9. You do your hair before a looking-glass, don't you? 10. At what time do you usually have breakfast? 11. What must you do with dishes after having a meal? 12. What do you usually do before you leave

school? 13. What do you clean your flat with? 14. (At) what time do you leave for the school? 15. It takes you long to get to the school, doesn't it? 16. How long does it take you to get to the school? 17. Do you go to school by bus? 18. (At) what time do your classes begin? 19. What do you do when the classes are over? 20. Where do you usually have dinner? 21. Do you prepare for your English lessons at home or do you prefer to work in the school reading-room? 22. How long does it take you to do your homework? 23. Do you work at the laboratory every day? 24. When do you usually come home? 25. What do you usually do when you come home? 26. On what way do you help your mother about the house? 27. What do you do with an iron (a vacuum-cleaner, a broom)? 28. What do you usually do in the evening? 29. Do you often go to the theatre or to the cinema? 30. You are fond of skating, aren't you? 31. What do you do when you stay at home in the evening? 32. Do your friends often come to see you? 33. (At) what time do you usually go to bed?

Ex. 4. Write questions to the parts of the sentences in bold type. Each sentence describes a situation in a concise way.

1. I have dinner **at two**. 2. I leave for the school **at eight o'clock**. 3. I go **to the school by bus**. 4. It has taken me **three hours to do my homework**. 5. **Berdi** has already repaired the radio. 6. It has taken me a **fortnight to knit this sweater**. 7. I am going to have some practice in information **at the laboratory**. 8. I am going **to the theatre today**. 9. Robert is going **to press his coat**. 10. **I do my room with a vacuum-cleaner once a week**. 11. Gurban **has gone to bed**. 12. It takes me **a quarter of an hour** to have breakfast. 13. I take a bath **every morning**. 14. **I do my hair** with a comb.

Ex. 5. Rewrite the sentences in the Present Perfect using the adverbs *already, just*.

Model: My brother is going to repair the cassette-recorder.

My brother has already repaired the cassette-recorder.

1. I am going to have some practice at the laboratory. 2. I am going to clean the flat. 3. Juma is going to shave. 4. They are going to have a rest in the country. 5. Ayna is going to turn off the gas. 6. The boy is going to brush his clothes, isn't he? 7. I am going to turn on the light. 8. His family is going to listen to the seven o'clock news, aren't they? 9. Who is going to have a bite? 10. What are you going to do? 11. They are going to stay out of town for a fortnight. 12. I'm going to look through his article.

Ex. 6. Fill in articles wherever necessary:

1. Maya has taken... cold shower and is going to dress. 2. Let me have ... look at your translation. 3. I always do ... room with ... vacuum- cleaner. 4. Let's turn on... cassette-recorder and dance to ... music. 5. What are your fellow-students doing? Maya is playing ... piano. Muhammet and Gurban are playing ... chess. 6. I don't go to ... school by ... bus. I prefer to go there by ... car. 7. How long does it take you to do ... homework? 8. Something has gone wrong with ... vacuum cleaner. 9. It is not pleasant to go by ... bus on such .., fine day. Let's go on ... foot. 10. Will you turn on ... radio? I should like to listen to ... seven clock news. 11. It's ... pity you have never been to ... England. 12. My parents are still in ... town.

Ex. 7. Fill in prepositions or adverbs wherever necessary:

1. Ann begins to work ... half past eight. At half past twelve she goes ... lunch. After lunch she comes back ... her office and works ... four o'clock. At four o'clock she puts ... her hat and coat and goes ... home. 2. The students ... our group are never a minute late ... the classes. It doesn't take me long to get ... the school. 3. When do you usually get ... ? 4. Will you turn ... the light? The children are going ... bed. 5. We have turned ... the cassette-recorder and are going to

dance ... the music. 6. When I come ... home I take ... my coat and hang it ... the hook. 7. Then I go ...the bathroom, turn ... the tap, wash my hands and dry them ... the towel. 8. What do you press your clothes ... ? 9. Are you cleaned ... the table yet? 10. Let's hurry or we'll be late ... the first lesson. 11. What kind of dress are you going to wear ... our party? 12. The button has come ... my coat. - Shall I saw it ...for you? 13. Why have you turned ... the radio? - I am going to listen ... the seven o'clock news. 14. Are you going ... bus? 15. Hurry ... I'm short ... time. 16. Are you through ... your homework?

UNIT 10

Ex. 1. Respond to the following sentences. Express your surprise or doubt as in the models.

Model 1: This is a good car. Is it?

Model 2: This isn't a good car. Isn't it?

1. This is a light room. 2. This is a big dog. 3. This is a dark garden. 4. This isn't a bad book. 5. This is a nice animal. 6. This isn't a good shop. 7. This isn't a big city. 8. This is a long sentence. 9. This isn't a thin exercise-book. 10. This is a difficult test. 11. This is an interesting story. 12. This isn't a bad idea. 13. This isn't a clever answer. 14. This isn't a small park.

Ex. 2. Replace the part of the model in bold type by the following:

Model 1: He wants to take part in this work.

The game, the play, the football match, demonstration, concert, discussion.

Model 2: Let me introduce you to my friends.

My mother, my teacher, my sister, my cousin, my father.

Model 3: I am ever so glad to meet you.

To see you, to listen to you, to do it for you, to join you.

Model 4: Would you join my fellow-pupils?

Our group, my friends, our company, my family.

**Model 5: What country are you from?
I am from Estonia.**

Russia, America, England, Spain, France, German.

Ex. 3. Read the text and answer the questions.

THE NEW YEAR

So the old year has gone... There is still much talk about the winter holidays, but let's speak a little about the year which has just begun.

As you know, New Year's Day has been one of the main holidays of the year for a very long time. New Year holiday celebrations are different in different places, but giving presents and sending greetings with good wishes are very popular in all countries.

In the past people often tried to learn something about the future by magic during New Year celebrations. Well, we don't know what those people learned about their future and we don't know if their magic made it any better. But we certainly know one thing the first school half-year wasn't easy for you and the second half-year is going to be still more difficult. And no magic will help a ninth-former if he doesn't prepare for the examinations.

The New Year promises much work for you and there are only a few months in which you can do it. That's why it's very important to plan your time well now.

And there is another problem. Do you think you'll have enough time to decide what to do after finishing the 9th form? It's better, of course, to decide that difficult question before school is over for the year.

So you see, the New Year will be both difficult and interesting and it may bring great changes in your lives.

1. What kind of talk is there at school when you come back in January? 2. What holiday has always been one of the main holidays of the year? 3. What did people try to do during New Year celebrations in the past? 4. What is the second school half-year going to be? 5. Why is it very important to plan your time well? 6. What is it better to decide where to go and what to do after finishing the 9th form?

◆ Vocabulary Notes

old - having lived for a long time

holiday - an extended period of leisure

main - greatest or most important

celebrate - mark (an important occasion) by doing something special and enjoyable

different - not the same as another or each other

place - a particular position or area

present - give formally at a ceremony

greeting - a word or sign of welcome or recognition

wish - desire something that cannot or probably will not happen

magic - the power of apparently influencing events by using mysterious or supernatural forces

examination - a detailed inspection

important - having a great effect or of great value

Ex. 4. Read the questions and tell your classmates about the New Year celebration.

1. What are the New Year traditions in your family?

2. How do you prepare for the New Year celebration?
3. How do young people see the New Year in?
4. What do you like to do best of all on New Year's Day?
5. Which do you think is better-to celebrate the New Year with a friend only, or to celebrate it at home with other members of the family?
6. What do you usually think about when New Year is coming?
7. What do you know about how New Year is celebrated in other countries?

Ex. 5. Read and speak about the holidays.

1. Holidays are good because they give us new interests; they are a break from work and time to do other things. Why are winter holidays so nice?
2. Some of your classmates are interested to know how you spent your holidays. What can you tell them?
3. Winter holidays are time when you can go travelling, both far and near. What is interesting in going on bus excursions to museums and exhibitions?
4. The holiday period went by very quickly. Will you tell your desk mate which day of your winter holidays you like to remember and why?

Ex. 6. Fill in prepositions or adverbs:

- A:** 1. Be careful! Don't splash mud ... passers by. 2. A thick fog is spreading ... the city and though cars and buses have put ... their lights they can only crawl 3. It is pleasant to look ... the trees when the frost sparkles ... the branches. 4. There is a bridge ... the river. 5. The rivers and lakes freeze ... winter. 6. I don't like to be out of doors ... such bad weather. I prefer to stay...home. 7. Let us have a tramp ... the country lanes. 8. The new corn is just beginning to appear ... the ground. 9. The ground is usually covered ... snow ... winter.

B. 1. The temperature is 25 ... zero in the shade today.
2. Look ... the sky. There's hardly a cloud. 3. A heat wave will spread ... the south-west of Moscow. It's beginning to rain. Put ... your umbrella. 5. The rain is ... and it's clearing 6. The weather is getting worse. The sun is going 7. It's pouring. We shall be wet 8. My aunt will stay ... our place... two months.

Ex. 7. Complete the following sentences using the words in brackets:

1. The sky will be clear if the wind ... (to stop). 2. I shall go to the country if the weather... (to be fine). 3. We shall go to the skating-rink if the frost... (to be not severe). 4. The snow will melt if the sun ... (to be hot). 5. You will feel warm if you (to put on) a warm coat. 6. He hinges you up when he (to come) home. 7. The days will be longer when summer (to come) 8. I shall go home if it (to rain). 9. We look forward to the time when spring (to come).

Ex. 8. Ask your friend to give you as much information as possible about:

His native town, places of interest in Ashgabat, New Year in his family, his family, flat.

GRAMMAR. THE PASSIVE VOICE.

Ex. 1. Compose as many sentences as you can.

The article was written on Monday.

The poem was translated yesterday.

The exercises were finished last week.

The letters were sent last week.

Ex. 2. Change the form of the verbs in the sentences from the active into passive and add something to them to develop a situation:

1. We turn on the light when it's dark. 2. The students finished their translation in time. 3. Helen washed the dishes. 4. Betty often took Benny to the park. 5. Mother has made some coffee. 6. Have you ironed your dress yet? 7. Nina pronounced the word. 8. We pronounce the consonant with aspiration. 9. We form the Present Perfect Tense with the help of the auxiliary verb «to have». 10. They told her the truth. 11. She promised me a book. 12. She's cooked the cake very well. 13. One uses chalk for writing on the blackboard. 14. I'll finish my work at about seven. 15. Someone has opened the door. 16. The waitress brought in coffee. 17. One of my friends took me to the pictures last week. 18. They'll meet me at the station. 19. We shall finish this work in time. 20. They built the house in 1980. 21. They didn't invite me to the birthday party, because they didn't know I was in London. 22. I didn't leave the windows open. 23. They didn't turn off the light. 24. I have invited some friends to tea. 25. She's given me an English book. 26. Have you written the letter yet?

Ex. 3. Change the form of the verbs in the sentences from the passive into the active voice. Add something

to them to develop a situation. Think of new subjects in the sentences.

1. The light has not been switched off. 2. The boy was punished for something. 3. His work was finished by 3 o'clock. 4. The dictation was written without mistakes. 5. Whom is the article written by? 6. Her dress was washed and ironed. 7. I was not invited to the party. 8. The work wasn't finished in time. 9. This house was built last year. 10. The letter has just been sent off. 11. This article will be translated. 12. When will this book be read. 13. The room was cleaned and aired. 14. Have all these books been read? 15. Whom are these letters written by? 16. The letter's just been typed. 17. She showed me the article which had been translated by her brother. 18. I shan't be allowed to go there. 19. He's been told everything. 20. All the questions must be answered.

Ex. 4. Translate the following sentences into English.

Bu makala belli ýazyjy tarapyndan ýazylan. 2. Bu kitap toparyň hemme talyplary tarapyndan okalmaly. 3. Bu kitap kim tarapyndan ýazylan? 4. Makala sagat 5-e çenli terjime edilmeli. 5. Ol terjimäni wagtynda gutararyn diýip söz berýär. 6. Men öýe gelenimde saçak eýýäm ýazylypdy. 7. Olara inlis dili okadylar. 8. Synag tabşyrylandan soň, talyplar stadiona gitdiler. 9. Siziň makalaňyz haçan ýazylar? 10. Bu kitaplaryň hemmesi kitaphanadan alnan. 11. Jaňdan soň diktantlar mugallyma tabşyryldy. 12 Ol oglundan alan hatyny okady. 13. Men çöregi, ýagy doganym alar diýip pikir etdim. 14. Baharda bu meýdan otlar we güller bilen örtüler. 15 Oglana suwa düşmäge rugsat berilmedi. 16. Nahardan soň gap-çanaklar ýuwuldy.

Ex. 5. Spell and transcribe the four forms of the following verbs.

Arrive, get, admire, impress, situate, enjoy, ride, cross, learn, show, teach, make, visit, plan, drive, build.

Ex. 6. Give the comparative and superlative degrees of the following adjectives:

new, long, busy, dirty, beautiful, good, large, big, splendid, narrow, interesting, hospitable, straight, impressive, broad, crooked.

Ex. 7. Write a) the plural and b) the singular of:

a) avenue, bus, crowd, city, view;

b) picture, taxis, squares, theatres, minutes, guides.

Ex. 8. Transcribe the following words and explain the reading rules:

broad crooked, crowded, guide, hotel, museum, narrow, street, stream, square, typical, worker, show, friendly, builder, view, straight, country, avenue, between.

Ex. 9. Rewrite as in models.

Model 1: His answer surprised me.

I was surprised at his answer.

1. Her voice surprised us all. 2. The results of the exams surprised the teacher. 3. His behaviour surprised those who were present. 4. You surprised me. 5. Your written test surprises us. 6. The girls speech surprised the students. 7. The youth's words surprised the old people.

Model 2: The teacher was impressed by the student's answer.

The student's answer made an impression on the teacher.

1. The listeners were impressed by the speech. 2. The play impresses me each time I see it. 3. The tourist was impressed by the places of interest in London. 4. We were greatly impressed by Muradov's speech. 5. My companions were impressed by her singing.

Model 3: He came to London the other day.

He arrived in London the other day.

1. He has come to London to take part in the work of the congress. 2. He came to the meeting in time. 3. They came to the seaside at the week-end. 4. We came to London on the 16th of March. 5. We all came to the station to see our friends off to Washington. 6. We came to the museum at about 6 o'clock.

Ex. 10. Fill in prepositions if necessary:

A lot ... tourists of various countries arrive... Russia. 2. The children enjoyed riding...the metro and going ... escalators which led ... the platforms. 3. We were taken ... the town ... the guide. 4. Mary was most interested ... the museums. She was impressed ... the beautiful things she saw there. 5. ... Sunday we went ... the Recreation Park, we walked ... the alleys. The leaves ... the trees were turning red, brown and yellow. It was like being ... the country, and only the noise ... the streets ... the distance reminded us that we were still ... the city. 6. We greatly enjoyed a ride ... the city ... a taxi. 7. The buildings built ... the suburbs are as modern and beautiful as those ... the center ... the town. 8. Most ... the places ... interest are as a rule situated ... the center ... the town. 9. Tourists always admire the Moscow metro, the beauty ... its architecture different ... each station. 10. There were crowds ... people ... the streets ... the first ... January. 11. ... which direction ... Red Square. 12. I planned to leave ... Sochi ... the 5th July. 13. These splendid multi-storeyed houses are inhabited ... the workers ... the automobile plant. 14. ... all the theatres ... Moscow she prefers the Bolshoi (theatre). 15. We went ... sightseeing tours whenever we had time. 16. ... their great surprise the picture did not impress me ... all. 17. The dean's speech made a great impression...on the students. 18. They were sitting side by...side. 19. We were all greatly impressed ... his knowledge ... so many foreign languages. 20. I came ... these old photos when I was looking ... my passport. 21. Can you make room ... another boy ... that desk?

Ex. 11. Translate into English.

1. Biziň şäherimizde täze jaýlar gurulýar. 2. Geljek ýylda näçe täze jaý gurlar? 3. Häzir biziň şäherimizde täze teatr gurulýar. 4. Biziň döwletimiz tarapyndan täze ýaşayş jaýlaryny gurmak üçin köp pul harç edilýär. 5. Geljek tomusda ony Angliýa çagyrdylar. 6. Ony ýygy-ýygydan leksiya okamaga çagyýarlar. 7. Geçen aýda biziň institutymyza bir topar iňlis mugallymlary geldiler. 8. London aeroportynda talyplar topary sizi garşy alar.

Ex. 12. Make up a monologue using passive voice.

Ex. 13. Words to remember:

human	nations capacity
memory	moral productivity
millennium	moral catalyst
moral	indicate
chronology of events	compassionate
world view	convince
reveal	evaluation
coincidence	inspire
burdens	values

UNIT 12

Grammar. Possessive pronoun «whose». Pronouns **some, any, no – something, anything, nothing, somebody, anybody, nobody.**

Speech exercises

Whose watch is this?	This is my watch.
Whose bag is that?	That is N's bag.

Whose pupil are you?

I am your pupil.

Whose pupils are you?

We are your pupils

Whose teacher am I?

You are our teacher.

Who is your teacher?

T. Ask N. If he(he) can see many tables in this room.

Ask him(her) how many tables he (she) can see in this room.

Ask him (her) if he (she) can see lamps over the tables.

Ask him (her) if he (she) can see any bookshelves in this room.

Ask him (her) how many bookshelves he (she) can see in this room.

T. Ask Nick if he can see a map on that wall.

Ask him what else he can see there.

Ask Maral if she can see books on the teacher's table.

Ask her what else she can see on the teacher's table.

Ask Mergen if he can see a blackboard in this room.

GURBAN'S ROOM

Gurban's room is not very large. There is only one window in his room. Opposite the window there is a door. It is white. Now the door is open, and through it we can see part of the passage.

On the window we can see a curtain. Near the window there is a writing-desk. On the desk we can see a pen, some paper and a number of books and newspapers. There is also a telephone there. In front of the desk we can see an armchair. Near the door there are two bookcases. They are full of books. In the right hand corner of the room there is a bookshelf. We can see several books by Charles Dickens on the bookshelf.

There are also three chairs and a sofa in Gurban's room. There is no bed in his room. On the floor near the sofa there is a small carpet. It is red and dark-blue. There are two lamps in the room. One lamp is on the desk and the other is on a small round table, near the sofa.

How many lamps are there in this room? Is there a radio-set in Gurban's room? Is there a TV in your room?

Ex. 1. Read the following words.

High, light, right, curtain, mountain, again.

Ex. 2. Find the words from the text with sounds [a:] (6 words) and [ɔ] (5 words).

Ex. 3. Read the text pay attention to the pronunciation of the sound [r].

There is only one window in the room. Near the window there is a writing-desk. There are also **three chairs** and a sofa in Gurban's room, etc.

Ex. 4. Answer the questions.

1. Is Gurban's room large or small? 2. Is there only one window in his room? 3. Where is the door? 4. What can we see through the open door? 5. What is there near the window? 6. Can we see a telephone on the writing-desk? 7. What is there in the right hand corner of the room? 8. What books can we see on the bookshelf?

Ex. 5. Put questions to the parts of the sentences in bold type.

1. This is **Gurban's** room. 2. There is **only one** window in this room. 3. Opposite the window there is a **door**. 4. On the window we can see **a curtain**. 5. The curtain is **dark-blue**. 6. Near the door there are **two** bookcases. 7. The carpet is **on the floor**. 8. It is a **small** carpet. 9. In front of the writing-desk there is **an armchair**. 10. On the writing desk there are **some books, a blue pencil and a number of newspapers**.

Ex. 6. Fill in the definite or indefinite articles if necessary.

1) Here is ... large window. Through ... window we can see ... garden. 2) Opposite ... window there is ... door. On ... door there

is ... curtain. 3) In ... corner of ... room there is ... round table. On it we can see ... number of ... books and ... telephone. 4) On ... bookshelf near ... sofa we can see some ... newspapers and ... book by ... Jack London. 5) There are ... two ... pictures in that room. One ... picture is small and ... other is very large. 6) ... bookcases are full of ... books. In ... front of ... bookcases we can see ... big box. 7) Is ... box also full of books? Yes, it is. 8) There is... large sofa in ... room. On ... sofa we can see ... bag. 9) Whose ... bag is that? 10) There is no ... bed in this room. 11) On ... small table near ... window we can see ... some flowers and ... glass of ... water. 12) In ... front of ... window we can see ... armchair. Is that ... old or ... new armchair?

Ex. 7. Translate into English.

1. Bu mugallymyň ady näme? - Onuň ady N. 2. Olaryň mugallymy kim? - Ýoldaş N. 3. Bu zenan mugallymmy? - Hawa. 4. Onuň okuwçylary nirede? - Olar sapakda. 5. Bu gyzyň ady kim? - Onuň ady Jennet. 6. Bu sagat kimiňki? - Bu biziň mugallymymyzyň sagady. 7. Bu sözlükler kimiňki? - Bular talyplaryň sözlükleri. 8. Siziň depderiňiz nirede? - Ol meniň sumkamda. 9. Bu otag kimiňki? - Bu lukmanyň otagy. 10. Bu sumka kimiňki? - Bu sumka ýoldaş N-iňki. 11. Ol nirede? - Ol mugallymlar otagynda. 12. Mugallymyň kostýumy nähili reňkde? - Ol goňur reňkde. 13. Bu oglanlaryň atlary kim? 14. Oglanlaryň galstuklary nähili reňkde? - Gyzyl. 15. Bu palto kimiňki? 16. Otagyňyzy bize görkeziň. 17. Depderiňi mugallyma görkez. 18. Olaryň depderlerini alyp öz sumkaňyza salyň. 19. Onuň öňüne mugallymyň kitabyny goýuň. 20. Oňa onuň depderini görkeziň. 21. Naharhanada adam barmy? 22. Bagda adam ýok. 23. Ol ýerde kimdir biri bar. 24. Biziň otagymyzda biri barmy?

Ex. 8. Read the following sentences. Note the constructions in bold type. Compose 5 sentences on each of the constructions:

- A. 1. The tourists wanted to see **as much as possible**.
2. Be **as careful as possible** when you cross the street.

3. If you don't work **as hard as possible**, you won't pass your exams. 4. Go to the language laboratory **as often as possible**. 5. Keep **as quiet as possible**.

B. 1. **I am busy teaching** you. 2. Mother **is busy cooking** dinner. 3. **I was busy writing** letters the whole morning. 4. He **is busy translating** the article. 5. She **was busy making** her dress.

C. 1. I arranged to meet Gozel **so that** we could go to the cinema together. 2. Let us go out earlier **so that** we can catch the train. 3. Draw it larger **so that** everybody can see it. 4. The little girl stood up **so that** the old woman could sit down. 5. You must speak louder **so that** I can hear you.

D. 1. Our new friend took us **sightseeing** about the town. 2. What about **going sightseeing**? 3. The tourists **went sightseeing** every day of their stay in the town. 4. On the next day of our arrival in Ashgabat **we went sightseeing**. 5. What do you say to going **sightseeing**?

Ex. 9. Translate the following sentences into English.

1. Men şäheriň merkezinde ýaşaýaryn. 2. Meniň joram şäheriň çetinde ýaşayar. 3. Täze şäherlerde dar köçeler ýok. 4. Şäherde ajaýyp muzeý bar. 5. Biz Aşgabada dynç güni geldik. 6. Aşgabat şäheri Köpetdagyň eteginde ýerleşýär. 7. Onuň ajaýyp seýilgähleri we baglary bar. 8. Şäheriň merkezinde köp uly owadan söwda merkezleri bar. 9. Muzeýiň suratlary myhmanlary haýran galdyrdy.

**GRAMMAR. PRESENT INDEFINITE
(3-NJI ÝÖŇKEMÄNIŇ BIRLIGI)**

Ex. 1. Does N. come to the office in the morning?

Yes, he does.

Does he come to the office late in the morning?

No, he does not.

When does N. come to the office?

He comes to the office in the morning.

He does not come to the office in the morning.

Does N. go anywhere in the morning?

Where does he go in the morning?

Does M. also work at the office?

Where does she work?

Does N. come to the office at 9 o'clock?

What time does N. come to the office?

Does he stay at the office all day?

What time does he leave the office?

.....
Does N. ever come home early in the morning?

Does M. ever come to the office on Sundays?

Does N. ever have dinner in a restaurant?

Does he ever have soup at lunch?

Does he ever have supper?

Does M. ever have tea at the office?

Does she ever stay in the office till late in the evening?

Does N. ever take a bus when he goes to the office?

Does he ever walk to the office?

.....
T. Who goes to the office in the morning?

S. N. does.

T. Who has breakfast in the morning?

- S. Everybody does.
 T. Who reads the newspaper every day?
 S. We do.
 T. Who goes to the theatre every day?
 S. Nobody does.
 T. Who stays in the office till 5 o'clock?
 Who leaves the office at 5 o'clock?
 Who comes to the institute at 9 o'clock.?
 Who does gymnastics every morning?
 Who takes a bath every morning?
 Who has English lessons on Sundays?

-
 T. Does your English lesson last 30 minutes only?
 How long does it last?
 How long does a lecture last?
 How long does N. stay at the office?
 How long do you generally stay at the Institute?

-
 T. How long does it take you to get home?
 How long does it take N. to get to his office?
 How long does it take you to do your lessons?
 How long does it take Murad to do his lessons?

Ex. 2. Read:

bath, father, after; ask, fast, last, past; glass, pass; old, cold, told; coal, cloakroom, soap; soup, group; few, news, newspaper; tower, towel, flower, power.

Ex. 3. Make these sentences negative.

1) He studies French. 2) She teaches them English. 3) He goes there every day. 4) It takes him long to get there. 5) He stays there till late in the evening.

Ex. 4. Make these sentences interrogative.

1. He works at a factory. 2. He goes there early in the morning. 3. She leaves the house at half past eight. 4.

She has an English lesson every day. 5. She studies at the University.

TWO JOKES TO BE RETOLD A NAUGHTY BOY

A little boy is standing at the door of a flat in a big house in High Street. He wants to ring the bell, but it is too high up for him.

«What do you want?» asks a tall gentleman coming downstairs.

«I want to ring the bell, but it is too high and I am not tall enough,» answers the boy.

«All right,» says the man, and he rings the bell.

«Now run! Hurry up,» says the boy and runs away.

TOO CLEVER

A schoolboy who has just passed his first examination in arithmetic comes home for his holidays.

His mother has put two roast chickens on the table, and the boy, who thinks himself very clever, says to his father:»I can prove to you by arithmetic that there are three chickens on the dish.»

«Oh! says his father, «how can you do that?»

«Well, this is one, and that is two, and one and two make three».

«How clever!», says his father. «Then let your mother take this one, I am going to eat the **second** and you may have the third.

DEGREES OF COMPARISON OF ADJECTIVES *MANY, MUCH, LITTLE, GOOD, BAD.*

Ex. 1.

T. Which is more(less): 3 or 5?

T. Which is more difficult: this exercise or the one on page ...?

Which is more interesting: this book or the one in front of you?

Which is more pleasant: to write exercises or to read a story?

T. Compare:

1) these exercises with the one on page ... using the word «easy»;

2) the street and the corridor, using the word «narrow»;

3) two well-known cities in Europe, using the word «beautiful»;

4) Africa and Australia, using the word «small»;

5) the mountains in England with those in India, using the word «low»;

6) the climate of two countries, using the word «hot».

A clause is a structure that has a subject and a predicate. There are two kinds of clauses: independent and dependent.

Ex. 2. The dictionary is heavy. The teacher's bag is heavier than the dictionary. The bookcase is still heavier. It is the heaviest.

T. Compare: 1) three islands (e.g. Iceland, Ireland, and Great Britain), using the word «large»;

2) the Thames, the Severn, and the Mississipi, using the word «long»;

3) the mountains in the Lake District, the Alps, and the Himalayas, using the word «high»;

.....

Which do you like better: tea or coffee? – fish or meat?
– summer or winter? – spring or autumn? – rain or snow?
– hot weather or cold weather? – skiing or skating? – dancing
or singing?

T. Which of the seasons do you like best?

Which of the subjects you have at the Institute do you like best?

Which of these three things do you like best?

.....

THE FOUR SEASONS OF THE YEAR

A year has four seasons. The four seasons of the year are spring, summer, autumn and winter. **Each** of the seasons lasts about three months. Winter as a rule begins in December and ends in March. In winter we usually have many cold days, and it often snows. There is plenty of snow on the ground, and we can often go skiing in winter.

In spring the days get longer and the nights shorter. The warm sun shines brightly in the blue sky, and we can see green grass growing in the garden. We generally have many fine days in spring. I like early spring better than any other season of the year.

When summer comes the days get still warmer and soon hot weather sets in. Lots of people have their holidays in summer. Most of them go down into the country or to some place near the sea.

Two pupils, Geldi and his sister, Alma, good friends of mine, as a rule spend part of their summer holidays with their parents on a collective farm a few miles away from the town of K. Summer is the farmers' busiest season for they have to gather in the new crops. In summer the farmers often have to spend the greater part of the working day in the fields. The tractors and the other machines they have on the collective farm help them a lot.

While staying at his parents' house Gelgi helps the people working on the collective farm. As he is studying to become an engineer in the tractor-building industry you can often see him on the farm repairing or driving a tractor.

There are many cows, sheep and pigs on the collective farm, and the people there have to spend much time looking after the animals. They also have a lot of poultry on the farm, and while at the farm Alma and her younger sister Jeren look after the poultry, giving them food and water and collecting the eggs.

Sometimes when there is not much work to do Alma and some of her friends go to the wood not far away or take a boat and have a row up and down the river. It is not a big river, still it works an electric power station which gives electric light to a number of villiges in that district. During the weekend if the weather is fine, the young people get together in the open air and amuse themselves dancing and singing till late at night.

After summer, comes autumn. The leaves change colour, they become yellow and red and then fall off the branches on to the ground. Dark clouds gather in the sky and it often rains. We generally have much rain and fog in autumn. But the few fine days that we sometimes have in early autumn are really beautiful.

Ex. 3. Write out the words containing the sound [i] (16 words).

Ex. 4. Answer the following questions.

1) What are the four seasons of the year? 2) How long does each of them last? 3) When does winter begin? 4) Do we usually have many cold days in winter? 5) Does it often snow in winter? 6) Do you often go skiing in winter? 7) When do the days get longer? 8) How does the sun shine in spring? 9) Which do you like better: spring or autumn? 10) Do we have many hot days in summer? 11) When does hot weather

generally set in? 12) Do many people have their holidays in summer? 13) Where do most of them go? 14) Where do you usually spend your summer holidays? 15) Does it ever rain in summer? 16) When do the leaves change colour? 17) Do they fall off the trees in autumn? 18) Do we have much rain and fog in autumn? 19) Do we ever have fine days in autumn? 20) What sort of weather do we generally have in autumn?

Ex. 5. Put questions to the missing parts of the following sentences:

1) ... spends part of his holidays with his parents on a collective farm. 2) ... is the farmers' busiest season. 3) In summer the farmers have to 4) In summer the farmers spend the greater part of the working day in 5) While staying at his parents' house Geldi helps 6) He is going to be an engineer 7) While at the farm he often 8) Sometimes Geldi and his friends go to 9) ... take a boat and have a row up and down the river. 10) During the week-end, if the weather is fine, the young people amuse themselves,

Ex. 6. Put the words in brackets in the correct form:

1) Which is (large), the United States or Canada? 2) What is the name of the (big) port in the United States? 3) Ashgabat is the (large) city in Turkmenistan? 4) There is a (great) number of motocars and buses in the streets of Ashgabat than in any other city in this country. 5) London is one of the (beautiful) cities in the world. 6) The rivers in America are much (big) than those in England. 7) The island of Ireland is a little(small) than Iceland. 8) What is the name of the (high) mountain in Asia? 9) I know the English Channel is (wide) than the Thames.

Ex. 7. Fill in the blanks wherever necessary.

1) ... the morning they go ... the fields and stay ... there ... lunch time. 2) Sometimes they stay ... the fields all day. 3) He

returns ... home late ... the afternoon. 4) ... noon N. goes ... the dining-room and has lunch. 5) ... lunch he returns ... the office and works ... five. 6) ... five he leaves and goes ... his club which is quite near ... his house. 7) When he is tired he does not go ... anywhere but stays ... home. 8) ... Sunday they get ... their car and go to see their parents who live ... a farm not far ... here. 9) They can also get... there by bus. 10) It takes ... them about an hour to get ... their parents' house. 11) While ... the country the children spend most ... the time ... the open air, playing ... the ball or running about ... the garden.

grow	grew	grown
blow	blew	blown
drive	drove	driven
fall	fell	fallen
hold	held	held
keep	kept	kept
set in	set in	set in
shine	shone	shone
sing	sang	sung
wear	wore	worn

Ex. 8. Put the verbs in brackets in the correct form:

1) In autumn the leaves (to change) colour and (to fall) on the ground. 2) It is autumn. The leaves (to fall) and you can see lots of them (to lie) on the ground. 3) The last few leaves (to fall) off the branches of the big tree (to grow) in front of the window. 4) The grass (to grow) very fast in spring. 5) The grass to (grow) high in the garden. 6) In autumn the days (to get) shorter and it (to get) dark early in the afternoon. 7) Sometimes dark clouds (to gather) in the sky and it often (to rain). 8) We (not to have) rain for many days. 9) Dark clouds (to gather) in the sky and it is going (to rain). 10) When summer (to come) hot weather (to set in; many people (to leave) the town and (to go) to stay in the country. 11) Spring (to come). The sun (to shine) brightly and you can see green grass (to grow) in the garden. 12) The birds (to come) from the hot countries and we can hear them (to sing) in the woods.

Ex. 9. Translate into English.

1. Güz Angliýada ýgy-ýgydan duman bolýar. 2. Maý aýynda ol ýerde nähili howa bolýar? 3. Adatça, bizde gar köp ýagýar. 4. Gýşyna siz lyžada ýgy-ýgydan typýaňzmy? 5. Adatça, siz gýşky kanikulyňyzy nirede geçirýäňiz? 6. Güz gün gysga bolýar we ýgy-ýgydan ýagyş ýagýar. 7. Haçan ýagyş ýaganda men hemişe plaş geýýärim. 8. Ol şu gün täze kostým geýipdir. 9. Saýawanly gelýän adam kim? 10. Ol hiç wagt şlýapa geýmeýär. 11. Haýş edýärim, sumkamy saklaýyň.

UNIT 15

Ex. 1. a) Read and tell about changes which take place in Ashgabad nowadays.

MOTHER; AFFECTION REFLECTED ON HUMAN-BEING

A woman is a mother, wife, sister, and daughter to us. The conditions of a Turkmen woman's virtue is surfaced by her loyalty to these four conditions.

The child is a product of his father's waist and his mother's heart. The child is a piece of his mother's heart. That is why a mother and a child are connected by compassion and love. To be a mother is to be compassionate. When he is in his mother's womb, she should transmit compassion down to him. That is how the piece of flesh in the womb turns into a child with conviction and good luck. The mother must breastfeed her child tenderly, only then will the baby grow up happily. The mother should first give compassion to the child and then give bread to him, send him to school with compassion and receive him with compassion when he's back from school.

Ex. 2. Answer the following questions.

1. What are the four conditions of a woman?
2. What is the child?
3. How is the child connected with his mother?
4. How must the mother breastfeed her child?
5. What should the mother give to her child first?
6. What should she do after it?
7. How should mother take care of the child?

Ex. 3. Words to remember:

compassion	good luck
waist	breastfeed
transmit	tender
womb	grow up
heart	comfort
flesh	bride
conviction	dark

Ex. 4. Retell the text:

UNIT 16

Ex. 1. Learn by heart the following irregular verbs.

hear	heard	heard
see	saw	seen
leave	left	left
sleep	slept	slept
spend	spent	spent
lie	lay	lain
sit	sat	sat
stand	stood	stood
run	ran	run

ring	rang	rung
strike	struck	struck
think	thought	thought

Ex. 2. Translate into English.

1. Siz öýe gidip bilersiňiz. 2. Girmek mümkinmi? 3. Men ol ýere her gün baryp bilmerin. Ol ýere barmaň. Ol ol ýere barman biler. Geliň, pyýada gideliň. Geliň, awtobusa müneliň. Howlukmaň. Bu trolleýbusa münüň. Gijä galmaň. Siz fransuz dilinde okap bilýäňizmi? Siz bu işi edip bilermisiňiz?

Ex. 3. Read the text and discuss it with your classmates.

INDEPENDENT TURKMENISTAN

Turkmenistan achieved Independence on October 27, 1991, as a result of a national referendum. Now we have an independent state which has been recognized by nearly all countries over the world.

Until recently the Turkmen people did not have their own independent state on Earth. We begin to respect our national values,

customs and traditions on a state level. We create a completely new society. We have also to work, to make the spirit of patriotism of each person. He who does not love his country and his people will never love another people and their country.

Turkmenistan achieves the cherished goal – prosperous Turkmenistan. We manage to consolidate and unite the people of Turkmenistan, to establish political stability, foreign policy, good neighbourhood and friendly relations with many countries.



We have adopted the Constitution which confirms our independence. Turkmenistan has its industry, many plants and factories were built in Baharly, Dushak, Tejen, Gokdepe, Kaka, Gypjak, Ashgabad, Mary, Lebap. Turkmenistan achieved great success in agriculture, education, art. As an independent and neutral state we have to implement economic revolution and achieve prosperity for our people.

From January the first 1993 the people got natural gas, electricity and water, salt free of charge. We bring up the young generation to be more educated and spiritually rich. The future of our state depends on the younger generation.

It is always necessary to protect our independence by using our mind, intelligence, wisdom and broad outlook.

Ex. 4. Answer the following questions.

1. When Turkmenistan achieve Independence?
2. What did we manage to do in the new Independent state?
3. What did we build to have our industry?
4. What are the prospects for our people?

Ex. 5. Give the English equivalents of these expressions and make up sentences with them.

Biziň Garaşsyz döwletimiz bar, halk referendумы, dünýäniň hemme döwletleri, milli gymmatlyklary, döp-dessurlar, täze jemgyýet gurmak, öz halkyňy söýmek, syýasy taýdan durnukly döwlet gurmak, Konstitusiýa kabul etmek, oba-hojalyk, bilim, mugt gaz, suw, tok, ruhy taýdan baý, ylymly ýaşlar.

Ex. 6. Write a short composition about Independent Turkmenistan.

Ex. 7. Time.

.....
T Which is the first month of the year?

Which is the second day of the week?

Which is the third letter of the English Alphabet?

Which is the fifth letter of the English alphabet?

Which is the fourth month of the year?

Which is the twelfth month of the year?

.....
What is the name of first day of the week?

Its name is (Monday) Duşende.

What is the name of the twentieth letter of the English alphabet?

What is the name of the twenty-fifth letter of the English alphabet?

What is the name of the last letter of the alphabet?

.....
Ex. 8. Read in English.

22.1.1905. 20.4.1909. 30.7.1903. 23.10.1917.

23.2.1918. 1.5.1944. 14.8.1914. 19.11.1942.

18.3.1871. 2.6.1945. 2.9.1930. 5.12.1936.

Ex. 9. Find the following words in the dictionary and make up sentences:

achieve

traditions

independent

create

national

new society

recognize

moral values

patriotism

prosperious

spirit

establish

cherished goal

foreign policy

all countries

political stability

the world

good neighbourhood

national values

adopt

customs

generation

DESCRIBING PEOPLE'S CHARACTER

- Have you seen our new computer programme?

- Not yet. Why?

- She is a very pretty girl.

- Really?

- She is tall, slim and I'd say she has a very good figure.

Her long hair is fair. Her eyes are blue. She has a snub nose and full lips.

- What's her name?

- Constance Ritzwater. She is about thirty years old.

- Is she married?

- That's what I would like to find out.

- What kind of person is she ?

- She has been working here for about two weeks. They say she is qualified for the job, has good manners, very reserved and efficient.

- I see. Is Bob Madison her chief ?

- Exactly. Do you know him?

- He is a friend of mine. We have been on friendly terms for about ten years.

- What do you think of him?

- Bob is a nice guy. He is very honest and just, well bred and kind. Sometimes he is a bit stubborn. Nevertheless he is pleasant to deal with.

- He is a handsome man, isn't he?

- Sure. He is of middle height, neither slim nor stout. His hair is dark. He wears beard and a moustache. He has large dark eyes, a straight nose and thin lips.

- Is he married?

- He is divorced. He has a son by his first marriage.

- Have you seen the boy?

- Of course. His name is Michael. He is nine years old.

A very talented boy. He learns to play the piano and makes good progress.

- I see.

DESCRIBING PEOPLE'S APPEARANCE

A. Hair, face, skin and complexion.



Straight hair
and thin - faced



wavy hair and
round - faced



curly hair and
dark - skinned



a crew - cut



Bald with
freckles



beard and
moustache with
a chubby face



receding hair and
a few wrinkles

He used to have black hair but now it's gone grey, almost white.

What sort of person would you like to go out with? Blonde, fair, dark or ginger hair, red-haired?

She has such beautiful auburn hair. [red - brown]

Fair and dark such can be used for, complexion or skin.

B. Height and build



a rather plump
or stout man



a slim woman
[positive]



an obese person
[negative, very fat]

Fat may sound impolite. Instead we often say a bit overweight. If someone is broad, solid we can say they are stocky. A person with good muscles can be well - built one.

If someone is terribly thin and refuses to eat, they may be anorexic.

C. General appearance

She's very smart and elegant woman, always well - dressed; her husband is quite opposite, very scruffy and untidy - looking.

He's very good - looking, but his friend's rather unattractive.

Do you think beautiful women are always attracted to handsome men? I don't think first impressions matter most.

Tip: The suffix *ish* is useful for describing people:
She's tallish. He has brownish hair.
He must be thirtyish.

Ex. 10. Answer these remarks with the *opposite* description.

Example: A: I thought you said he was the short, chubby one.

B: No, quite the opposite, *he's the tall, thin - faced one.*

1. A: Was that his brother, the dark - skinned, wavy - haired one?

B: No, quite the opposite, his brother's ...

2. A: She's always quite well – dressed, so I've heard.

B: What! Who told you that? Every time I see her, she's

...

3. A: So Charlene's that rather plump fair – haired woman, is she?

B: No, you're looking at the wrong one. Charlene's ...

4. A: So, tell us about the new boss; good looking?

B: No, I'm afraid not; rather ...

5. A: I don't know why, but I expected the tour – guide to be middle –aged or elderly.

B: No, apparently she's only ...

Ex. 11. Write one sentence to describe the people, giving information about their hair and face, their height and build and general appearance.

1. you yourself

3. a neighbour

2. your best friend

4. your ideal of a handsome man/

a beautiful woman

Now, in the same way, describe somebody very famous, give some extra clues about them, e.g. *pop star/politician*, and see if someone else can guess who you are describing.

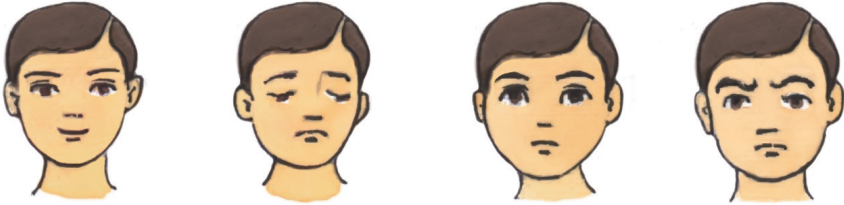
Ex. 12. From these jumbled words, find combinations for describing people, as in the example. Not all of the words are on the left-hand page. Some of the combinations are hyphenated. Use a dictionary if necessary.

Example: *good-looking.*

looking, long, round, faced, haired, good, aged, dressed, stocky, complexion, build, race, well, over, red, middle, mixed, weight, tanned, legged.

Ex. 13. Make a collection of description of people from newspapers and magazines. Court/crime reports, celebrity and gossip pages of magazines, and the 'personal' columns where people are seeking partners are good places to start.

Describing faces



◆ Vocabulary

Face shape: thin, long, angular, round, baby - face (d).

Nose: flat, pointed.

Cheeks: high cheek bones.

Eyes: small, large, narrow, round, blue etc.; twinkle, shine.

Complexion: dark, fair, smooth, rough, swarthy, weather-beaten.

Hair: blonde, (light/dark) brown, red, ginger, auburn, black, grey, white, wavy, curly, frizzy, straight, long, short.

Connectives

and, as well as

Descriptions

Read these descriptions. Which person is being described in each paragraph?

A. He has a long angular face and moustache and short black hair. His eyes are small and he wears glasses. He has a faint scar on his left cheek. He looks very serious.

B. She has a round face with high cheek bones and a rather flat nose. She has wavy blonde hair and a fair complexion. Her eyes are large and she has a pleasant smile. She is a very attractive person.

C. He has a weather-beaten face with red cheeks and a big nose. He has a thick beard as well as thick hair. His eyes twinkle and he usually has a big smile. He seems a jolly man.

Ex. 14. Answer these questions about the people in the pictures.

- a. What kind of face has each person?
- b. What kind of nose has she/he?
- c. What kind of hair has he/she?
- d. Has he/she large or small eyes?
- e. Has he/she any other distinguishing marks?
- f. Does he/she usually smile or look serious?
- g. What kind of a person do you think he/she is?

Writing: 1

Write a short paragraph about each of the people.

Writing: 2

Now write a short paragraph describing your friend's face. What kind of a face has he/she? What about his/her hair, nose and eyes? Has he/she any distinguishing marks? What kind of person is he/she?

A Verb + to

To can be part of a to + infinitive, or it can be a preposition.

Compare:

Verb + to - infinitive
I hope to **see** you soon.

Verb + to + ing - form
I look forward **to seeing** you soon.

The man claimed to **be** a tourist.

The man admitted to being a spy.

We use a to - infinitive after many verbs, e.g. **hope, claim, decide, offer, expect, face up to, resort to, object to.**

We use **to** with a few verbs: **look forward to, admit to, confess to, refuse, manage.**

Compare would prefer to do something and prefer one thing to another:

I don't want to play tennis.

I don't walk much.
I prefer jogging.

I'd prefer to go for a walk.

To going for a walk.

B Adjective + to

Compare:

Adjective + to -
infinitive

It would be silly
to give up now.

It's wrong to kill animals.

We use a to - infinitive
after many adjectives, e.g.
**silly, wrong, safe,
important, exciting.**

Adjective + to + ing - form

We came close to giving
up the idea.

I'm opposed to killing
animals.

There are a few adjectives
with to, e.g. **close to,
opposed to, used to,
resigned to, accustomed to.**

C used to

Used + to - infinitive
(in the past)

We **used to play** that
game when *we were
younger*.

I **used to smoke**,
but I gave it up.

be used to + ing - form
(be accustomed to)

We're **used to getting**
up early.

We do it every day.

I'm used to living alone.

Here **used is** verb. **Used
to** refers to something
that happened regularly,
or that went on for
a time in the past.

Here **used** is an adjective.
Used to means
'accustomed to', 'familiar
with'. We can say **is used
to, was used to** etc.

We normally use **did** in
negatives and questions:
We **didn't use to have**
computers.

Did you use to live
in London?

We use a form of **be** in
negatives and questions:
We **aren't used to cooking**.

**Are you used to
working** nights?

We can also say **get used to**:
I'll **get used to driving**
on the left.

Write an appropriate question for these situations.

a. You are going to meet a friend of your sister at the airport.

You've never met her before.

What do you ask your sister?

b. A friend has just visited Alice in hospital.

What do you ask?

c. There was a new student in our class today. She's Japanese, says a friend of yours. What question do you ask?

d. You have invited some friends to come to your house for a meal.

You want to make sure that you don't give them food they don't like.

What do you ask them?

e. You were in a bank when it was robbed by three men. You saw the men. What question do the police ask you?

f. A friend is reading a letter from his friend. You want to know if he is well. What do you ask?

j. a rich person

k. a hard exam

g. A friend has just come back from two weeks in the Bahamas.

You know nothing about these islands.

What do you ask?

2. Answer these questions.

a. What sort of things do you like doing?

b. How are your parents?

c. Who do you look like in your family?

d. What are you like as a person?

e. What's your school like?

f. What does your teacher look like?

m. a hot drink

n. a hot curry

1. a hard chair

Vocabulary: Synonyms

Think of a similar word for

pretty girl, *an attractive girl*

a handsome man, *a good - looking man*

a. a rich man

e. a well - dressed - person

b. an unhappy situation

f. a soft voice

c. my usual routine

g. an untidy room

d. a funny story

h. a badly behaved child

Complete these sentences. You will need to include a comparative form, and also verbs, articles, etc.

a. France is _____
England in area, but
England ____ population.

b. My new job is very
interesting. I have to
work _____ in my old
job, and the hours _____,
but the salary _____, so
I don't mind. Also there are
_____ promotion.

c. I sold my Mercedes and
bought a mini because __

Compare the following briefly.

a. Travelling by train
and traveling by car.

c. The difference between
your life now and your
life five years ago.

b. Package holidays
and holidays you organize
for yourself.

d. The English language and
your own.

VISITING A DOCTOR

- May I make an appointment with the doctor for this afternoon?

- Are you our patient?

- Yes, this will be my second visit.

- All right, Sir. Will 4 p.m. suit you?

- Yes, it will be fine.

- Now give me your name and address, please.

- Here is my card.

- Step in, please. What are your complaints?

- I've got a sore throat and a cough.

- Are you running a temperature?

- No, I am not. I have a splitting headache. I believe I am starting a cold. What do you recommend?

- Let me examine you. I suggest that you take something for your headache and cough.

- Will you write out a prescription?

- By all means. You will have the prescription filled at the nearest chemist's. You should stay in bed for a couple of days and take the medicine three times a day.

- I'll follow your advice, doc. I nearly forgot to ask you ...

- Yes, what is it?

- I need a vaccination certificate.

- When were you vaccinated last?

- I don't remember.... It was many years ago.

- Then I'll have to vaccinate you as soon as you recover.

- All right, doc.

- I wish you a speedy recovery!

- Thanks. Keep well. Good-bye.
- Good-bye.

Ex. 15. Translate into English and Reproduce:

1. - Lukmana ýazylmak mümkinmi?
 - Можно записаться к врачу?
 - Sure. Are you our patient?
 - Ýok. Men ertire ýazyljakdym.
 - Нет. Мне бы хотелось записаться на завтра.
 - All right. Will 10 p.m. suit you?
 - Mümkün bolmasa gerek. Maňa gündiz sagat üç amatly.
 - Боюсь, что нет. Мне подходит три часа дня.
 - Just a minute..... Yes, 3.30. Is it OK?
 - Bolýar, örän oňat.
 - Да. Отлично
 - Give me your name and your address.
 - Ýnha neniň saglyk depderçäm (kartoçkam).
 - Вот моя карточка.

2. - Girmek mümkinmi, lukman?
 - Разрешите войти, доктор?
 - Sure. Do sit down. What are your complaints?
 - Meniň kelläm agyrýar. Men üsgürýärim. Gyzgynym ýokary.
 - У меня болит голова. Я кашляю. Повышена температура.
 - Let me examine you. I'll write out a prescription for you. You will have the prescription filled at the nearest chemist's.
 - Men günde näçe gezek derman içeýin?
 - Сколько раз в день мне принимать лекарство?
 - Three times a day. You should stay in bed for three days.
 - Lukman, men siziň maslahatlaryňyzy berjaý ederin.

- Я буду следовать вашим рекомендациям доктор.
- In a week's time you should come here again.
- Bolýar.
- Хорошо.
- I wish you a speedy recovery.
- Sag boluň. Hoş.
- Спасибо. До свидания.

3. – Men Braunlaryň maşgalasynyň çagyryлма-гунуň tarapdary.

- Я за то чтобы пригласить семью Браунов.
- Men garşy.
- А я напротив.
- Bu çaga näme boldy? – Ol örän ýadaw.
- Что случилось с мальчиком? – Он очень устал.
- Ol bu fakty iňkär edýär. – Nähili beýle bolýar?
- Он отрицает этот факт. – Неужели?
- Men ol ýerik gitmäge garşy. – Men hem garşy.
- Я против того чтобы туда ехать. – Я тоже.
- Men size goşulmaga garşy däl. – Men muňa örän

şatdyryn.

– Я не возражаю против того, чтобы присоединиться к вам. – Я рад это слышать.

Word list:

1. to make an appointment with a doctor – lukmana ýazylmak – записаться к врачу
2. a sore throat – bokurdak agyry – боль в горле
3. cough – üsgülewük – кашель
4. to run a temperature – gyzdyrmak – температурить
5. headache – kellagury – головная боль
6. to write out a prescription – resept ýazmak – выписывать рецепт
7. at the chemist's (druggest's) – dermanhanada – в аптеке

8. couple – jübüt – пара
 9. to recover – sagalmak – выздороветь
 10. I wish you speedy recovery. – Men siziň çalt sagalmagyňyzy arzuw edýärim. Я желаю вам скорейшего выздоровления.

AT THE DOCTOR'S

A. Situations

1. You complain to the doctor of the illness you have.
2. You are examined by the doctor who gives you the necessary recommendations.
3. You come to see your sick friend.
4. You come to a chemist's to get some medicine made up for you.
5. You discuss the system of Public Health in the Turkmenistan and the USA.
6. You discuss the problem «Health and Sport».

B. Topical Vocabulary

Aid [eid] – kömek – помощь

Emergency Medical Aid (Service) – Tiz kömek. Скорая помощь.

Ambulance [ˈæmbjuləns] – Tiz kömek maşyny. Карета скорой помощи.

Clinic [ˈklinik] (policlinic) – Saglyk öýi. Клиника (поликлиника).

Consulting-room – Lukmanyň kabulhanasy. Приёмная врача.

Hospital [ˈhɒspɪtl] – Hassahana. Больница, госпиталь.

He's still in hospital. Ol henizem hassahanada. Он все ещё в больнице.

Maternity [məˈtɜːnɪti] home – Çaga dogurylýan öý. Родильный дом.

Public health – Saglygy saklaýuş. Здравоохранение.

Resort [rɪˈzɔːt] – şurahana – курорт.

Rest-home – Dynç alyş öýi. Дом отдыха.

Sanatorium [ˈsænətə:riəm] – Дунç алуш öйи. Санаторий.

Ward [wɔ:d] – Hassa otagy. Палата.

Ache [eik] – Dowamly agury. Продолжительная боль.

Toothache – diş agury – зубная боль.

Headache – kellagury – головная боль.

I have splitting headache. – Meniñ kelläm gaty erbet aguryar. У меня ужасно болит голова.

Stomach ache – aşgazan aguryusy – боль в желудке.

Appendicitis [əpendisaitis] – köriçege – аппендицит.

Attack [əˈtæk] – güýjeme, tutma – приступ.

He had a heart attack. – Ol ýürek tutmany başdan geçirdi.

Он перенёс сердечный приступ.

Boil [boil] – dömmе, çykuw – нарыв.

Bronchitis [brəŋˈkaiʈis] – bronhit – бронхит.

Cancer [kænsə] – rak – рак.

Cold [kould] – sowuklama – простуда.

Cold in the head – dümew – насморк.

Complication [kəmplɪˈkeiʃən] – gaýra üzülmeklik – осложнение.

Chicken-pox [tʃɪkɪnpɔks] – garamyk – ветряная оспа, ветрянка.

Cholera [ˈkɒlərə] – mergi – холера.

Consumption [,kənsʻʌmpʃən] – tuberculosis, TBS – інçеkesel – туберкулез.

Disease [diˈzi:z] – kesel, dert – болезнь.

Fever [fi:və] – ysyтma, gyzzurma – лихорадка.

Scarlet fever – täjihoraz keseli – скарлатина.

(The) flu grippe – grip, dümew – грипп.

Indigestion [ɪndɪˈdʒetʃən] – iyümitiñ siñmezligi – несварение желудка.

Malaria – gyzzurma keseli – малярия.

(The) measles [ˈmi:zlz] – gyzamuk – корь.

Mumps [mʌmps] – hapgyrtma – свинка.

Pain [pein] – agury – боль (особенно острая, внезапная).

I feel some pain in the back. – Arkamda agury duýýaryn.

Я чувствую боль в спине.

A pain in the knee – dyz agyrtsy – боль в колене.

Plague [pleɪɡ] – gurgyn – чума.

Pneumonia [nju:mouniə] – öyken çişmesi – воспаление легких.

Quinsy [ˈkwɪnzɪ] – angina – ангина.

Rash [ræʃ] – örgün, düwürtik – сыпь.

Small-pox [smo:lɒks] – mama keseli – оспа.

Typhus [taɪfəs] – tif – тиф.

Whooping cough [hu:piŋ kɔ:f] – gökbogma – коклюш.

Cups [kʌps] – bankalar – банки.

Drops [drɒps] – damjalar – капли.

Hot – water bottle – gyzdyryjy çüýşe – грелка.

Injection [ɪnˈdʒekʃn] – sanjy, sançma – укол, инъекция.

Inoculation [ɪˈnɒkjuleɪʃn] – sanjma sanjylma – прививка.

Medicine [medsɪn] – derman – лекарство.

Mustard plaster – gorçişnik – горчичник.

Ointment [ɔɪntmənt] – ýag – мазь.

Pill [pɪl] – togalak derman – пилюля.

Prevention [prɪˈvenʃn] – keseliň öňüni almak – предупреждение болезни (профилактика).

Spoonful [ˈspu:nfʊl] – çemçe – ложка.

A tea spoonful of mixture – çay çemçe suwuk dermany – чайная ложка микстуры.

Treatment [tri:tmənt] – bejerme, bejertme – лечение.

Dentist [ˈdentɪst] – diş lukmany – зубной врач.

Patient [peɪʃənt] – syrkaw, hassa, nähöş – больной, пациент.

In-patient – syrkawy keselhana ýerleşdirmek – госпитализированный больной.

Out patient – ambulatoriýa şertlerindäki kesel – амбулаторный больной.

Specialist [ˈspeʃəlɪst] – hünärmen – специалист.

Physician [fɪˈzɪʃn] – lukman – врач, доктор.

Eye specialist, oculist – göz lukmany – окулист.

Ear, nose and throat specialist – otolaringolog – отоларинголог.

Surgeon [sə:dʒən] – hirurg – хирург.

Therapist [θerə'pjʊ:tɪst] (general practitioner) –
terapevt – терапевт.

To ache – ağurmak – болеть.

To bandage – dañmak – перевязывать.

To be down with pneumonia – öyken çişme keseli bilen
yatmak – лежать с воспалением лёгких.

To be operated on for (cancer, etc) – operasiýany başdan
geçirmek – перенести операцию.

To be put on sick – býulleten almak – получить бюллетень.

To be X-rayed – rentgenden geçmek – пройти рентген.

To bring down the temperature – gyzgyny pese düşürmek
– сбить температуру.

To catch (a) cold – sowuklamak – простудиться.

To cough – üsgürmek – кашлять.

To cup – banka goýmak – ставить банки.

To cure – keselden gutulmak – вылечиться, излечиться
(от болезни).

Dr. Brown has cured her. He managed to cure that
disease. – Lukman Brawun ony bejerdı. Bu keseli oña
bejertmek başartdy. Доктор Браун вылечил её. Ему
удалось излечить эту болезнь.

To die of (consumption, etc.) – inçekeselden ölmek –
умереть от (туберкулеза и.т.д.)

To examine a patient – kesellä seretmek – осмотреть
больного.

To fall ill – kesellemek – заболеть.

To feel feverish – gyzgyn duýmak – чувствовать жар.

To feel one's pulse – damar urgusyny tutmak – щупать
пульс.

To give an injection (of penicillin) – syrkaawa pensilin
sanjymuny etmek – сделать укол (пенициллина).

To have a (bad) cold – erbet sowuklamak – (сильно)
простудиться.

To have a prescription made up – dermanhanada dermân
taýýarlatmak – заказать лекарство (в аптеке).

To have a tooth crowned – dişi gaplamak – поставить коронку на зуб.

To have a tooth filled – dişi petiklemek – запломбировать зуб.

To have a tooth (pulled) out – dişi sogurtmak, вырвать зуб.

To heal – gutulmak, bitmek – заживать.

The wound healed slowly – ýara haýal bitdi – рана заживала медленно.

To keep one's bed – ýatma düzgüni saklamak – соблюдать постельный режим.

To listen to one's heart (lungs) – ýüregi diňlemek – послушать сердце (лёгкие).

To make one's blood count – gan seljermesini etmek – делать анализ крови.

To make out a prescription – resept ýazmak – выписать рецепт.

To measure one's blood pressure – gan basyşyny ölçemek – измерять давление крови.

To prescribe some medicine – derman ýazyp bermek – выписать лекарство.

To recover – sagalmak – выздороветь.

He recovered slowly after his long illness. – Ol uzak keselden soň ýuwaş-ýuwaşdan sagaldy. Он медленно выздоравливал после своей длительной болезни.

She recovered her eyesight. – Onuň gözünüň görşi ýaňadan dikeldi. К ней возвратилось зрение.

To sneeze – asgyrmak – чихать.

To sound one's lungs (chest) – öýkeni diňlemek, döş karasyny diňlemek – прослушать легкие, грудную клетку.

To suffer from (a disease) – keselden ejir çekmek – страдать от (болезни).

To take a treatment for (a disease) – bejertmek – принимать лечение.

To take a medicine – derman içmek – принимать лекарство.

To take one's temperature – gyzgynyňy ölçemek – измерять температуру.

To treat (for an illness) – bejermek – лечить.

Which doctor is treating you for your illness? – Haýsy lukman sizi bu keselden bejerdi? Какой доктор вылечил вас от этой болезни?

I am running a temperature. – Meniň gyzgynym bar. У меня температура.

I am sick – Meniň ýüregim bulanýar. Меня тошнит.

I feel seedy – Men özümi erbet duýýaryn. Мне не по себе.

I got an infection from him – Ondan maňa kesel ýokdy. Я от него заразился.

I have a sore throat (a toothache, an ear – ache, a sore eye) – Meniň bokurdagym agyrýar (dişlerim, gulaklarym, gözüm) – У меня болит горло (зубы, уши, глаз).

I have a pain in my back (side, etc) – Meniň arkam agyrýar (garpdalym) – У меня болит спина (бок).

It hurts (badly) – erbet agyrýar – (очень) болит.

It is hard to swallow – Ýuwutmak kyn. Трудно глотать.

My cheek is swollen – Meniň ýañagym çişdi. У меня опухла щека.

My foot is out of joint – Men aýagymy çykardym. Я вывихнул себе ногу.

My head is swimming – Meniň başym aýlanýar. У меня кружится голова.

My nose is clogged up – Meniň burnum dykylan. У меня заложен нос.

The flu (quinsy, etc.) is catching – Grip ýokanç kesel. Грипп (ангина) заразен.

What do you complain of? – Size näme bolýar? Niräňiz agyruýar? – На что вы жалуетесь?

What do you take for a headache? – Kellagyrydan näme derman içýäňiz? – Что вы принимаете от головной боли?

Where do you feel pain? – Niräňiz agyrýar? – Где у вас болит?

I'm quite fit – Men özümi gowu duýýaryn. Я чувствую себя (вполне) хорошо.

C. ILLUSTRATION OF USE

Substitution Patterns

- 1) «What do you complain of, sir?
«I've got a splitting headache».
a terrible toothache
an awful ear-ache
a stomach ache
a pain in my back
- 2) «Did you ever suffer from malaria, sir?
bronchitis
mumps
pneumonia
«No, never».
- 3) «Where's Jack? I can't see him anywhere».
«Well, he isn't at work. He's down with flu».
quinsy
indigestion
pneumonia
- 4) «How do I take all those pills, doctor?
«You should take them twice a day».
three times in a day
every morning
- 5) What are these pills for?
those drops
these tablets
«This medicine is for rheumatism».
a cough
the flu
a bad digestion
- 6) «What specialist must I consult?
«You must see a surgeon».
an eye specialist
a dentist
a therapist

- 7) «Have you heard from Aunt Betty lately?»
«Yes, certainly. She's in hospital now».
 in a sanatorium
 at a rest-home
 at a health resort
 in clinic
- 8) «What is she doing there, I wonder?»
«Well, she's taking a treatment for pneumonia».
 stomach ache
 heart disease
 high blood pressure

CONVERSATIONS

I

«Oh!»
«What's the matter?»
«I've cut my finger».
«Oh, I'm sorry, come here, I'll bandage it».

II

«Oh, I do feel awful. Look at my cheek!»
«Your cheek is swollen. It is a tooth, isn't it?»
«Yes, the back one. I'll probably have to have it pulled out».
«But you'll have to wait till the swelling subsides».

III

«I have an awful toothache. It feels as if my lower jaw was falling to pieces».
«Would you open your mouth, please..... Does the touch hurt?»
«Yes, very. It gives me a sharp pain».
«Well, no treatment will help your bad tooth. It has to be pulled out. You've applied too late».
«Anything will do so long as it stops the pain, doctor».

IV

«Here you are, you'll feel much better with your tooth filled».

«You're just so right. How much do I owe you?»

«Just gratitude».

V

«Please, give me a glass of water».

«Here you are. What's the matter with you?»

«My head is swimming».

«Here, lie down, you'll feel much better in a minute».

VI

«You shouldn't muffle up the baby».

«I'm so much afraid of colds».

«Overheating will get him colds much easier».

«You're right, thank you, but I'm always trying to be on guard».

TRAVELLING BY AIR

- What flights to Glasgow have you got?
- There are two flights a week on Sishenbe (Tuesday) and on Anna (Friday).
- What time?
- At 10.30 every Sishenbe (Tuesday) and 8.30 every Anna (Friday).
- How much is a tourist class ticket to Glasgow?
- A single ticket is ... pounds and a return ticket is ...
- I want one single tourist class ticket on Anna (Friday).

ON BOARD THE PLANE

- Excuse my disturbing you, when will we land in Glasgow?
- At 10.45.
- Thank you ever so much. I thought we would reach the place earlier.

- It's impossible. The more so the weather is not so favourable.

- You have wait it. Want a cigarette?

- No, thanks. I don't smoke.

- Good for you. I can't get rid of that bad habit. No matter how hard I try.

- Too bad. If you want to take care of your lungs you should give up smoking.

- That's exactly what my doctor says. Let me introduce myself to you. I am Peter Clarke.

- Pleased to know you, Mr. Clarke. My name is Jill Broker.

- Glad to get acquainted with you, Mr. Broker. I am returning home from a business trip. Glasgow is my native city.

- Is it really? I am going to Glasgow for the first time in my life. It's a business trip.

- Hope you'll enjoy stay in Glasgow.

- Let's hope for the best.

- Look, we are landing.

- Looks like that.

Ex. 16. Translate into English and Reproduce:

1. - Pawel hakynda näme pikir edýärsiňiz? – Что вы думаете о Павле?

- Men ony zehinli inžener hasaplaýaryn. – Я его считаю талантливым инженером.

- Onuň Nýu-Ýorka gitmekçidigini aýdýarlar. – Говорят, он собирается лететь в Нью-Йорк.

- That's right. I booked a single ticket for him.

- Ol haçan uçýar? – Когда он вылетает?

- Next Wednesday.

- By all means.

- Men oňa ýolunyň ak bolmagyny arzuw edýärin. – Я ему желаю мягкой посадки.

2. - Şu filmi göreniňe degýärmí? – Стоит ли смотреть этот фильм?

- I don't think so.
- Маňa haýsy filme seretmegi maslahat berýärsiňi? - Какой фильм вы советуете мне посмотреть?
- It's hard to say.
- Siz haýsy-da bolsa bir iňlis filmine tomaşa etdiňizmi?
- Вы смотрели какие-нибудь английские фильмы?
- Yes, I have. I have seen many English films.
- 3. - Kärdeşiniz size kömek etmelimi? - Должен ли ваш коллега помогать вам?
- No, he needn't. I can manage everything myself.
- Size konferensiýada çykyş etmek miýesser edýärmí?
- Приходится ли вам выступать на конференциях?
- Yes, I do. The other day I had to make a speech at the conference.
- Siz hatlara jogap bermeli. - Вы должны ответить на письма.
- Thank you for reminding me about it.
- 4. - Sizi birahat edýänligim üçin bagyşlaň, haçan ugraýar?
- Извините, что беспокою вас, когда отправляется?
- At 8.00
- Sag boluň. Men bu otly gijräk ugraýandyr diýip pikir edipdim. - Спасибо. Я думал, что этот поезд отправляется позднее.
- If you want to arrive in Moscow at 10.00 you should take the 8 o'clock train.
- Beren maglumatlaryňyz üçin sag boluň. - Спасибо за информацию.
- Don't mention it.

1 Travelling by air - uçar bilen syýahat etme - путешествие самолётом.

2 flight - gatnaw - рейс.

3 tourist class - syýahatçylyk klasy - туристический класс.

4 single ticket - bir tarap üçin bilet - билет в один конец.

5 return ticket - gidişin, gaýdyşyn üçin bilet - билет «туда и обратно».

6 on board the plane - uçaryň bortunda - на борту самолёта.

7 to land - gonmak - приземляться.

8 to reach the place - baryp ýetmek - добраться до места.

9 impossible - mümkin däl - невозможный.

10 favourable - amatly - благоприятный.

TALK ON TRAVELLING

A. Situations

1) Friends choose the route for a trip and a means of transport.

2) You get the information you need at the Inquiry Office.

3) You discuss with your mother (elder sister) the things to be taken along with you on a trip.

4) You are seeing off your friend to another town and have a talk with him on a platform (on a pier, at the airport).

5) You meet your friend at the railway station (airport).

6) You book tickets at the booking – office.

7) You ask the porter to see to your luggage.

8) While on a train (a ship, a plane) you start a talk with your traveling companions.

9) It being the first time you are on board a ship, you inquire of a sailor about the disposition of various services for passengers.

10) You apply to the stewardess (the porter, attendant, station master, etc.) for the information you need.

11) You discuss advantages or disadvantages of different means of transport.

12) You discuss the conveniences offered to the passengers and tourists.

13) You tell your friend of an incident which happened to you while traveling.

B. Topical vocabulary

Accommodation [ə'kɒmə'deɪʃən] – orun (otluda, uçarda) we rahatlyk – место (в поезде, самолете и.т.д.) и удобства, на которые оно даёт право; билет.

It isn't easy to get accommodation on a ship in the holiday season. – Záhmet rugsady mahallary parahoda bilet tapmak aňsat däl. – Нелегко достать билеты на пароход во время отпусков.

Arrival [ə'raɪvəl] – geliş, gelme – прибытие, приезд.

Departure [dɪ'pɑːtʃə] – ugrama, ugraýuş – отъезд.

Destination – bellenen ugur – место назначения.

What's your destination? – Nirä barýarsyňyz? – Куда вы едете?

Fare [ˈfeə] – ýol tölegi – плата за проезд.

What's the fare from Pskov to Minsk? – Pskowdan Minskä çenli biletiň bahasy näçe? – Сколько стоит билет от Пскова до Минска?

Extra fare – goşmaça töleg – доплата.

Flight [flaɪt] – uçuş, gatnaw – полёт, рейс.

Transamerican Airlines announce the departure of Flight 12 for Rome. – «Transamerikan Erlaýns» howaýollary kompaniýasy 12-nji gatnaw boýunça uçaryň Rime ugrajakdygyny habar berýär. – Авиакомпания «Трансамерикан Ерлайнс» объявляет об отлёте самолёта рейсом 12 на Рим.

Non-stop flight – göni gatnaw – беспосадочный рейс.

Passage [ˈpæsiɪdʒ] – gatnaw – проезд, рейс.

Service [ˈsɜːvɪs] – 1) hyzmat ediş, hyzmat ediş ulgamy: gatnaw – обслуживание, система обслуживания; сообщение.

Gatnaw, gatnaw uçary – рейс, рейсовой самолёт.

There are three services day. I'm going by the evening one. – Her güň üç gatnaw bolýar. Men agşamky gatnawda gidýärim. – Каждый день бывает три рейса. Я еду вечерним.

Ticket – bilet – билет.

Return ticket – gaýduş bileti – обратный билет.

Single ticket *syn.* One-way ticket. – Bir tarap üçin bilet – билет в одну сторону.

Airport [ˈɛəpɔ:t] – uçar menzili – аэропорт.

How does one get to the airport? – Uçar menziline nähili gitmeli? – Как проехать к аэропорту?

Booking-office – kassa – касса.

The booking office sells tickets 10 days in advance. – Kassa on gün öñünden bilet satýar. – Касса продаёт билеты за десять дней вперёд.

Cloak-room [kloukrum] – el-goşlaryň saklanýan ýeri – камера хранения (ручного багажа).

He left his luggage at the cloak-room. – Ol goşlaryny el-goş saklanýan ýerde goýdy. – Он оставил вещи в камере хранения.

Information Bureau *syn.* Inquiry Office – sorag-jogap býurosy – справочное бюро.

Platform [plætfo:m] – platforma – платформа.

How do I get to Platform Two? – Ikinji platforma nähili barmaly? – Как пройти на вторую платформу?

Waiting-room [ˈweitiŋ rum] – garaşylýan zal – зал ожидания.

Announcer [əˈnaunsə] – diktor, maglumat beriji – диктор, информатор.

Did the announcer call our flight? – Diktor biziň gatnawymyzy bildiriş etdimi? – Диктор объявил наш рейс?

Passenger [pæsindʒə] – ýolagçy – пассажир.

Porter [pɔ:tə] – ýükçi, ýük daşajy – носильщик.

Porter, will you see to my luggage? – Ýükçi, meniň el-goşlarymy getirersiňizmi? – Носильщик, не принесёте ли вы мой багаж?

Stewardess [ˈstjuədɪs] – uçar beledi – стюардесса, бортпроводница.

(Aero) plane [ɛərəplein] *syn.* Aircraft – uçar – самолёт.

She boarded the plane at Irkutsk. – Ol uçara Irkutskide mündi. – Она села на самолёт в Иркутске.

By plane – uçar bilen – самолётом.

I shall go there by plane. – Men ol ýere uçar bilen uçaryn. – Я полечу туда самолётом.

Helicopter [helikɔ:tə] – dikuçar – вертолёт.

Hovercraft [havəkra:ft] – howa ýassykly uçar – судно на воздушной подушке.

Hydrofoil [ˈhaɪdrəˈfɔɪl] – suwasty ganatly gämi – подводное крылатое судно.

Liner [ˈlaɪnə] – uzygiderli gatnawy amala aşyryan ýolagçy uçary – лайнер, пассажирский самолёт, совершающий регулярные рейсы.

Jet liner – reaktiw uçar – реактивный самолёт.

Bag [bæg] – kiçi çemedan – маленький чемодан.

Luggage [ˈlʌdʒɪdʒ] *syn.* Buggage – goşlar, el-goşlar – багаж, вещи.

I'd like to have my luggage registered. – Men el-goşlarymy yük bölümüne tabşyrmak isleýärim. – Я бы хотел сдать вещи в багаж.

Suit-case [sju:tkeɪs] – çemedan – чемодан.

Have you packed your suit-case (with clothes) – Siz eýýäm zatlaryňyzy çemedana ýerleşdirdiňizmi? – Вы уже уложили (вещи) в чемодан?

UNIT 17

Ex. 1. Prepositions of place:

down, up; into, out of, to, from; in front of; on, in, from, at.

1. Take the book from me and put it into the bag.
2. Take the book out of the bag and give it to N.
3. Come to the blackboard.
4. Go to the door.
5. Go into that room.
6. Go down the stairs.
7. Look up!
8. The pencil is in the box.
9. The ball is under the table.
10. The boy is at the window.

T. Take that book and give it to me. Take it from me and give it to Comrade N. Take it from him (her) and put it into the bag. Take it out of the bag and put it on the table. Take the book from the table and put it in front of me.

T. Take the map from the table and put it up on the wall. Take it down from the wall and put it in front of me.

T. Take that picture down from the wall and give it to them. Take this picture from them and show it to them. Show us the picture.

T. Stand up ... Go to the door. Open the door. Go out of the room. Close the door. Come here. Sit down.

TEXT

1. Stand up, please. Go to the blackboard. Take the chalk and write the word «English» on the blackboard. Thank you.

Now go to the door. Open the door. Go into the corridor ... Come in please. Close the door, please. Come here. Sit down, please. Thank you.

2. Look at the blackboard, please. Read that sentence, please.

3. Take the books and give them to Bayram. Now take the books from N. and put them into the bag. Take the books out of the bag and put them on the table in front of me. Thank you.

4. Show us the picture, please. Thank you. Now show it to Ayna, please. Take it from her and put it in front of us. Say, «Here it is». Say it again, please.

5. Here is a match-box. Take it please. Open it, please. Take the matches out of the match-box and put them on the table. Count them, please. One, two, three, four, five six, seven, eight. Nine, ten, eleven, twelve Thank you.

Ex. 2. Read the following words paying attention to [ou, ow].

Low, yellow, cloud, cow, count, country, Moscow, south, now, house, round, ground, town, down, window, you, young, through.

Ex. 3. Read the following. Pay attention to the sounds [t, d, n].

Put them on the table. Count them please. Read this sentence, please. Open the door, please.

Ex. 4. Fill in the gaps where necessary.

1) Take the pencil and put the box. 2) Give ... him a pencil, please. 3) Take some paper ... of that box and give Comrade N. 4) Take that book ... the bookshelf and put front ... me. 5) Show ... her the dictionary. 6) Take these dictionaries and show Comrade N. 7) Give ... some chalk, please.

Ex. 5. Translate into English.

1. Haýyş edýän, giriň. 2. Aýnanyň ýanyňa geliň. 3. Tagtanyň ýanyňa baryň. 4. Bäräk geliň. 5. Haýyş edýäriň, kitabyňyzy açyň. 6. Haýyş edýäriň, aýnany ýapyň. 7. Bu surata serediň. 8. Ol güle serediň. 9. Sagady alyň we ony oňüňize goýuň. 10. Depderiňizi sumkaňyzdan alyň we ony ýoldaşyňyza görkeziň. Ruçkany alyň we ony gutynyň içine goýuň. 11. Galamy alyň we ony stoluň üstünde goýuň. 12. Sözlügi ondan alyp maňa beriň.

Ex. 6. Modal verb «can».

Interrogative words «What, whom».

Can you see a clock on the wall? Yes, I can (No, I cannot)

What can you see on the wall? I can see a clock on the wall.

Whom can you see in the class-room? I can see a teacher and three students there.

– Can you see a map on the wall?

What can you see on the wall?

Can you see a bag on the table?

What can you see on the table?

Can you see a box under the table?

What can you see under the table?

Can you see a lamp over the table?

What can you see over the table?
Can you see a wireless in this room?
What can you see in this room?
Can you see any students in this room?
Whom can you see in this room?

-
- Can you see any pictures on the wall?
What kind of pictures can you see there?
How many pictures can you see on the wall?
Can you see any dictionaries on the bookshelf?
What kind of dictionaries can you see there?
How many dictionaries can you see there?
Can you see many books in the bookcase?
How many books can you see in the bookcase?
What kind of books can you see there?

.....

 - Can you find any English books in the library?
Can you find any magazines and newspapers there?
Can you find any foreign magazines in the library?
Can you also find any dictionaries in the library?

.....

 - Can you get any English-Russian dictionaries in the library?
What kind of dictionaries can you get in the library?
What kind of magazines can we get in the library?
Can we get books in foreign languages in this library?
Can I get books on the history of the United States there?
What sort of books can we get in this library?

.....

 - What can you see through the window?
Are there any big trees in the garden?
Can you see any apple-trees in the garden?
What colour are the leaves?
What colour is that leaf?
Can you see any leaves on the ground?

What can you see on the ground?
What colour is the grass?
Can you see any flowers in the garden?
What colour are the flowers?
Is there a bench in the garden?

-
- Is that a big or a small town?
Are those buildings high or low?
Is the street wide or narrow?
What can you see in the street?
Who can you see in the street?

-
- Is that a big or a small river?
Is there a bridge over the river?
What can you see over the river?
Can you row a boat on the river?
Who can you see on the boat?
Can you see clouds in the sky?
Can you also see an airplane in the sky?
What can you see in the sky?
How many tractors are there in that field?
How many people can you see there?
What can you see on the road?
Can you see a car on the road?
Can you see people there?
Can you see any hills in this picture?
Are those hills high or low?

TEXT.

AT THE LIBRARY

This is the library of Azadi Turkmen National Institute of World Languages. It is a very large room. There are four large windows there. In the library we can see a number of bookcases and bookshelves full of books. You can find all sorts

of books in this library. There are also many books in foreign languages here. On the bookshelf near the door you can see books by American and English writers and in the bookcase between the window you can find books on English history and on the history of the United States.

In the middle of the room there is a large square table. On the table we can see several dictionaries and a number of newspapers. You can get all sorts of foreign newspapers and magazines from this library.

Through one of the windows we can see a garden. There are all kinds of trees in the garden. Now it is autumn. So the leaves are yellow and red. There are many yellow and red leaves on the ground.

Ex. 7. Read the words.

Kind, find, four, of course, factory, history, library, dictionary, eleven, seven, several.

Ex. 8. Answer the following questions.

1. What can you see in the library? 2. What sort of books can you find there? 3. What books can you see on the bookshelf near the door? 4. Where are the books on the history of the United States? 5. What is there in the middle of the room? 6. What can we see on the table? 7. What kind of magazines can we get through this library? 8. What can we see through one of the windows? 9. What can we see in the apple-trees? 10. What colour are they?

Ex. 9. Put questions to the missed part of the sentences.

1. You can get... magazines and newspapers in this library. 2. You can get this book 3. You can get ... books through this library. 4. We can see ... in the library. 5. We can see ... people in the library. 6. On the bookshelf we can see 7. The bookshelves are made of 8. In the middle of the room there is 9. On the table there are 10. The dictionaries are on ...

GRAMMAR. DIRECT AND INDIRECT SPEECH.

When direct speech is converted into indirect speech the following changes are introduced:

1. The quotation marks and the comma are omitted.
2. If the speaker reports somebody else's words the pronouns of the 1st person are replaced by those of the 3rd person; the pronouns of the 2nd by those of the 1st or 3rd.

If the verb in the principle clause is in the past tense, demonstrative pronoun and adverbials expressing nearness are replaced by words expressing distance:

Here is replaced by **there**.

This by **that**, **these** by **those**.

Now by **then** at that time, or no adverb is used at all.

To-day is replaced by **that day**.

Yesterday by the **day before** or **on the previous day**.

Ago by **before**.

A year ago by **a year before**.

Last night by **the previous night**.

He said, «I am ready».

He said he was ready.

I said «I am ready».

I said I was ready.

She said, «We have been here for a week».

She said they had been there for a week.

She said, «I met them yesterday».

She said she had met them the day before.

She said, «We can't settle anything now».

She said they could not settle anything at that moment.

He said, «I have worked hard». He said he had worked hard. He said he has worked hard.

He said, «I am going to work hard». He said he was going to work hard. He said he is going to work hard.

He said, «I will work hard». He said he would work hard. He said he will work hard.

He said, «I can work hard». He said he could work hard. He said he can work hard.

Ex. 1. Use the following sentences in indirect speech:

1. He said, «I want to see you today». 2. She said: «I am free tonight. May I come to see you?» 3. Mother said to me: «I feel bad today». 4. The students of group 9 said to us: «We have four exams this spring». 5. The pupil said to the teacher: «I can do my homework after dinner». 6. The teacher said: «You work hard, I know. You are a good boy». 7. The teacher said to the students: «We have 18 hours of English a week». 8. The dean said at the meeting: «The first-year students must work well». 9. The girl asked: «May I wait for my friend here?» 10. She said: «Are you going to the club together?» 11. The old man said to her: «You can sing perfectly». 12. My sister said to me: «You look very well, I hope you are all right?» 13. The girl said to me: «I am going to become a doctor». 14. Some of our students said to him: «You are not right. You don't work hard enough». 15. He said to us: «I agree, I don't always work systematically». 16. My uncle said to us: «I buy several newspapers every day». 17. «You are an excellent cooker. Everything is so tasty», my guest said.

Ex. 2. Make up sentences using the following word combinations.

To be angry with; to take part in; to give a mark; to get a mark in; to make progress; to be good at; to be lucky; to join smth; to find out; to make up one's mind; to make mistakes; to do homework; to go in for; to take an exam in; to pass the exam; to get rid of; to be proud of; one can't help doing smth; to master the language.

Ex. 3. Think of stimulating phrases to which the following sentences are the replies. Work in pairs.

1. You are lucky.
2. Certainly.
3. Sure.
4. I hope to.
5. Willingly.
6. Rather.
7. Pardon!
8. All right.
9. It's high time to do it.
10. Nothing of the kind.
11. Never mind.
12. I should like to.
13. You don't say so.
14. Sorry.
15. It's out of the question.
16. No more, thank you.
17. Here you are.
18. I'm afraid, I am.
19. Just a moment.
20. I believe so.
21. So did I.
22. Neither did I.
23. How clever you are.
24. No at all.

Speech exercises

Mary said: «I shall see them tomorrow».

Mary said *she would see them the next day*.

She said: «I shall see her next Sunday».

She said *she would see her the next Sunday*.

She said to me: «I have not seen him to-day».

She told me *she had not seen him that day*.

Mary said: «I saw him yesterday».

Mary said *she had seen him the day before*.

.....

1. Ann said: «I am going to England next summer».

2. She said to me: «I shall come here to-morrow».

3. George said: «They are leaving for Paris next Sunday».

4. He said: «I have been to London this summer».

5. N. said to us: «They arrived in London yesterday».

6. He said: «I was in London last year».

7. I said to them: «N. will not come to the office to-day».

8. I said: «He returned home yesterday».

.....

Michael said to his friend: «Do not stay there long».

Michael told his friend not to stay there long.

I said to George: «Please tell me all you know about it».

I asked George to tell me all he knew about it.

9. Paul said to his sister: Don't leave the house until I come back».

10. He said to his friend: «Call on me next Sunday».
11. I said to Peter: «Please do not say anything about it to your sister».
12. Nick said to me: «Please, send me a telegram as soon as you arrive in London».
13. Ada said to her husband: «Show me the photograph, please».
14. She said to the driver: «Do not drive so fast».
15. N. said to the driver: «Take me to the hotel «Europe»».
16. I said to the man: «Show me the way to the nearest post-office, please».

.....
I said to Robert: «Are you going home?»

I asked Robert if he was going home.

I said to my friend: «Where are you going?»

I asked my friend where he was going.

17. I said to Nick: «Will it take you long to get there?»
18. I said to him: «How long will it take you to get there?»
19. Mickael said to Nick: «When are you leaving?»
20. He said to his friend: «When will you be back?»
21. I said to George: «Will you come to see me next Sunday?»
22. I said to him: «What time will you come here tomorrow?»
23. Ann said to me: «Why did you not come here yesterday?»
24. She said to me: «Were you busy this morning?»
25. N. said to his friend: «When did you leave London?»
26. He said to him: «Has your friend left Ashgabad?»
27. George said to them: «Do you go skiing every Sunday?»
28. He said to them: «What time does the train start?»
29. Mary said to N.: «Have you ever been to England?»
30. She said to him: «Where did you spend your winter holidays?»

TEXT

YURI ZHAROV AND HIS ENGLISH FRIEND

(1) Yuri Zharov and his English friend, John Robinson, who had arrived in Moscow the day before, had just come out of the hotel and were going to have a walk about the town. They stood talking at the entrance waiting for Ada, Robinson's wife, who had gone to the post-office and said she would be back in a few minutes. Fifteen minutes had passed and they saw her coming down the pavement. She seemed to be very excited and said: «Jack, give me the Robertson's address, please ... I bought stamps, postcards, and some very good envelopes, put the letter I wrote to them this morning into an envelope and then just as I was about to write the address I suddenly realized I had left my note-book in the hotel and of course I couldn't remember the address ... You know how weak my memory has become lately ... » Without saying a word John Robinson pencilled the address on a small sheet of paper his wife had just given him. Then Ada went back to the post-office and the two men had to wait another five or ten minutes.

(2) John Robinson had not been to Moscow for some years and he said he was deeply impressed by the great changes that had taken place in the general appearance of the city. He spoke of the huge blocks of new houses everywhere, beautiful avenues running in all directions from the centre, the fly-overs and tunnels for cars and buses at the street crossing where the traffic was heaviest, and the new bridges over the Moscow river, had not seen before.

«I understand,» he went on, «lots of people here have improved their living conditions now».

«Oh, yes,» replied Yuri, «thousand of people have moved to new apartments, and a great many more houses are being built in all parts of the city».

«By the way,» said John, «I remember there were little old houses in your street when I first visited you. Are they still there?»

«Oh, no. They were pulled down long ago and a number of houses for the workers of our factory, with big shops on the ground floor, have been built in their place in the last two or three years.»

(3) Now Ada had returned from the post-office and the three of them turned round the corner and went up Gorky Street. Suddenly a young man, who seemed to be a foreigner, approached and said: «Excuse me ... Can you tell me how I can get to the Bolshoi Theatre?»

«Go straight down there,» answered Yuri,» and when you come to the end of the street, turn to the left. Pass another block and then you will find yourself in a large square with the Bolshoi Theatre in front of you. Or take a bus at the corner over there. It will take you right there».

«Thank you».

a) başganyň sözi ýazaryň sözüne geçirilende, eýerjeňli goşma sözlemiň zamanyna üns bermeli.

Meselem:

He said: «I read the newspaper every day».

He said he read the newspaper every day.

He said: «I am reading a book on English history».

He said he was reading a book on English history.

He said to me: «I have read the book».

He told me he had read the book.

He said: «I shall read it tomorrow».

He said he would read it the next day, etc.

b) başganyň sözünde işligiň buýruk formasy infinitiv bilen çalşyrylýar.

Meselem:

I said to him: «Send her a telegram».

I told him to send her a telegram.

She said to me: «Don't be late for dinner».

She told us not to be late for dinner.

To be learned by heart:

break	broke	broken
buy	bought	bought
cost	cost	cost
pay	paid	paid
sell	sold	sold

c) A short story to be read and retold.

A FISH BONE

One day a party of Americans were having dinner at the Ritz Hotel in London. When fish was served some of them began telling interesting stories about finding jewels inside fish.

An old man who had been quietly listening all the time and saying very little at last remarked: «I have heard all your stories, now I shall tell you one».

«When I was young,» he went on, «I worked for a big firm in New York, and as it happens to young men I fell in love with a girl and very soon became engaged. About two months before our marriage I was suddenly sent to England on business. Because I had a lot of business there, I stayed in England somewhat longer than I had expected, but just before going home I bought a beautiful diamond ring and wished to give it to the girl I was going to marry. One morning, when on board the liner crossing the Atlantic, I was looking through an American paper which somebody had given me and saw an announcement of the girls marriage to another man. I got so angry that I threw the ring overboard. A few days later I was dining at a restaurant in New York. Fish was served and, while eating it, I felt something hard between my teeth, and what do you think it was?»

«The diamond!» exclaimed several of the Americans.

«No,» said the old man. «It was a fish bone».

Ex. 4. Read:

condition, conductor, compartment, apartment, appearance, address, improve, impress, impression,

important; excited, excuse, explain, experienced, examine, examination.

Ex. 5. Write the three main forms of the following verbs:

drink, eat, fall, feel, fly, forget, hear, lie, see, show.

Ex. 6. Answer the following questions.

1. Who was standing at the entrance to the hotel? 2. Where had they come from? 3. What were they going to do? 4. Whom were they waiting for? 5. Where had she gone? 6. How many minutes had passed when they saw her coming down the pavement? 7. Why was she excited? 8. Why couldn't she post the letter she had written that morning? 9. What did she ask her husband to give her? 10. Where did John Robinson write the address? 11. Did he write it in pencil or in ink? 12. What did the two men have to do when Ada had gone back to the post-office? 13. For how many years had John Robinson not been in Moscow? 14. Did he say he was deeply impressed by the great changes that had taken place in the general appearance of the city? 15. What did he say? 16. What were the things in Moscow he had not seen before?

Ex. 7. Put questions to the missing parts of the following sentences:

1. ... people have moved to new apartments. 2. ... living conditions have greatly improved. 3. ... houses are being built in all parts of the city. 4. The old houses were pulled down ... ago. 5. ... houses with ... have been built in their place. 6. ... more houses will be built next year. 7. This hotel was built in 8. Houses are generally built of

Ex. 8. Change the following sentences from direct into indirect speech:

1. Robinson said: «I understand lots of your people have improved their living conditions now». 2. Yuri said:

«Thousands of people have moved to new apartments and a great many more houses are being built in all parts of the city».

3. Robinson said to Yuri: «Are the small old houses I saw in your street when I first visited you still there?»

4. Yuri said: «They were pulled down long ago and a number of houses for the workers of our factory, with big shops on the ground floor, have been built in their place in the last two or three years».

5. The young man said to Yuri: «Can you tell me how I can get to the Bolshoi Theatre?»

6. Yuri said to the young man: «Go straight down to the end of the street and then turn to the left».

7. The young man said to Yuri: «Can I get there by bus?»

8. Yuri said to him: «Take bus 5 and it will take you right to the Bolshoi Theatre».

Ex. 9. Put the verbs in brackets in correct form:

1. I asked Mary what she (to look for). 2. She said she (to lose) the key of her room. 3. An hour later she told me she (to find) the key lying on the table in the passage. She was sure she (to put) it there herself and (to forget) about it. 4. Mary said she often (to lose) things because of her weak memory. 5. My brother showed me the watch he (to buy) the day before and (to wish) to give to his wife on New Year's Day. 6. I asked him how much he (to pay) for it. 7. Ann asked him if they (can sell) her some of the flowers they (to bring) from home. 8. They said she (may have) as many of them as she (to like) and they (not to take) a penny for them.

Ex. 10. Translate into English.

1. Meniň pikirimçe, ol erbet aýdymçy. 2. Meniň pikirimçe, Geldi gowy pianist. 3. Meniň pikirimçe, siz köp işleýärsiňiz. 4. Meniň pikirimçe, ol Angliýanyň taryhyny köp bilýär. 5. Olaryň pikirige, olar turkmen halk aýdymlaryny gowy görýärler. 6. Olaryň pikirige, olar bu sazy diňläp lezzet alýarlar. 7. Onuň pikirige, ol bu suraty halamaýar. 8. Meniň pikirimçe, ol küşti gowy oýnaýar. 9. Meniň pikirimçe, ol ýadaw. 10. Meniň pikirimçe, olar ýadapdyrlar we dynç aljak bolýarlar.

UNIT 19

Ex. 1. Conversation starters.

Imagine you are attending an international conference in Ashgabad. During a coffee break you introduce yourself to some of the foreign delegates and start conversation. Look at the ten conversation starters below and match each one with the most suitable response on the right. (The first one has done for you).

Conversation starter

Response

- | | |
|--|---|
| 1. What do you think of the weather? | (a) I'm with Daewoo. |
| 2. How was your flight? | (b) About eight hours. |
| 3. Are you enjoying the conference? | (c) It's a little cold for July. |
| 4. How do you like Ashgabad? | (d) No, I come quite regularly, actually. |
| 5. Where are you staying? | (e) Yes it's very interesting. |
| 6. Is this year first trip to Turkmenistan? | (f) Yes I think we did. |
| 7. Lovely day, isn't it? | (g) At the hotel Turkmenistan. |
| 8. Did you have a long flight? | (h) Yes, much better than yesterday. |
| 9. Didn't we meet at the Margush conference? | (i) Very smooth, no delays. |
| 10. What company are you with? | (j) Fascinating and beautiful. |

Ex. 2. Now practice using these conversation starters. You and your classmates are delegates at the Ashgabad conference. Move around the classroom introducing yourself and others and starting conversations.

HOLIDAY IN GREAT BRITAIN

SAINT VALENTINE'S DAY

On February 14th, people send cards (called 'valentines') and sometimes presents or flowers to their wives, husbands, boyfriends and girlfriends. You can also send a valentine to someone you would like to your sweetheart. Traditionally, a valentine is anonymous so that the receiver has to guess who might have sent it. Although this festival is named after a Christian saint, it probably started in the Middle Ages (between the 5th and the 15th centuries) when people believed that February 14th was the day when birds met to choose new partners for the spring! A modern trend on Valentine's Day is to send messages of love in the advertisement columns of newspaper – hardly as romantic as sending a beautiful card or bouquet to your sweetheart! There is one traditional Valentine's Day superstition: some people say that if you are unmarried, the first person of the opposite sex you see on February 14th will become your husband or wife.

HALLOWEEN

The last night of October was when people in pre-Christian Britain celebrated the beginning of their new year. They believed that on that night the spirits or ghosts of dead people returned to frighten the living. At that time people were afraid and rarely went out on Halloween, but now it is a time for fun and parties. Children usually dress up as ghosts and monsters and often wear masks to frighten their parents or friends. Some children also make special Halloween lanterns from a large vegetable called a pumpkin. First, they take out the middle of the pumpkin. Then they cut holes for the eyes, nose and mouth. After that, they put a candle inside the pumpkin. Finally, they light the candle. In a dark room the lantern looks like the face of a ghost. Since

the 1980s an American Halloween tradition called 'Trick or treat' has become popular with British children, though not with most adults. Children dress up in Halloween costumes and knock on peoples's doors calling 'trick or treat! If you do not give them a small treat such as money or sweets they play a trick on you. This new Halloween custom is parcticularly unwelcome because the tricks the children play are frequently dangerous or destructive.

GUY FAWKES NIGHT

On November 5th 1605 a man called Guy Fawkes tried to kill King James and all the members of his government. He and a group of friends who were all opposed to the King put a bomb under the Houses of Parliament. However, Guy Fawkes was discovered by the king's soldiers before he could set off the explosion. He was taken to the Tower of London and executed. Today, we still remember Guy Fawkes on November 5th, although not everyone remembers the political origins of the festival. All over Britain people build wood fires or 'bonfires' in their gardens and on top of each bonfire they always put a 'guy'. A guy is a model of Guy Fawkes which children make from old clothes filled with newspaper. But before they burn the guy on the bonfire they normaly use it to make money. They show their guy to people passing in the street and shout «penny for the guy!» They use the money they collect to buy fireworks which they set off as the bonfire burns. Occasionally, children are hurt in accidents with fireworks or are now often organised in public parks and stadiums rather than in private gardens. These organised bonfires may be safer but they are seldom as exciting as a fireworks party in your own back garden!

Ex. 3. Reading comprehension

Read the text again carefully and complete the notes in the table below.

Date	Festivals	Origin	How it is celebrated
Feb 14	St.Valentine's Day		
	Halloween	Pre-Christian New Year Festival	
	Guy Fawkes Night		
	April Fools Day		People play tricks on one another (only before midday)

Ex. 4. Now use your notes to answer these questions:

1. Which festival has a political origin?
2. Which festivals are often celebrated with parties?
3. On which festival do people usually send cards?
4. Which festival probably began in Roman times?

Ex. 5. In the text the author mentions a modern development in the way each tradition festival is celebrated. In the table below note down these modern developments and decide whether the author feels positive (+) or negative (-) about each one. Find evidence for your decision in the text. The first one has been done for you.

Festival	Modern Development	Author + or - about development	Evidence from text
Halloween	Trick or treat	negative	«custom is particularly unwelcome, «tricks ... dangerous or destructive».
Guy Fawkes Night			
St. Valentine's Day			
April Fools Day			

Ex. 6. Now think about traditional festivals in Turkmenistan. Are there any modern developments in the way they are celebrated? How do you feel about these developments?

Ex. 7. Find words in the text with these meanings:

- (a) without a name (2)
- (b) not real (1)
- (c) a belief not based on reason (2)
- (d) an imaginary creature which is frightening because of its size and shape (3)
- (e) killed according to the law
- (f) the beginning or cause of something (1)
- (g) a person you love, male or female (2)
- (h) a kind of lamp (3)
- (i) injured (4)

Ex. 8. Improving Your writing Letters

The words ‘thank you’ are very important. We say ‘thank you’ very often – sometimes in situations where you may not expect it! For instance we often say ‘thank you’ to shop assistant as we give him or her our money and to a bus driver as we get off a bus.

Written ‘thank yous’ are not quite so common, but it is still polite to write a letter to thank someone for a meal or a party. You should also write a ‘thank you’ letter if someone sends you a present for your birthday or some other special occasion.

Ex. 9. Here are some expressions you can use when writing to thank a friend or relative for a gift:

Thank you for your lovely gift/present. I must thank you for ...

It was very kind/thoughtful of you to Its just what I wanted/needed!

Ex. 10. Look at the thank you letter below written by British student Jim to his Turkmen friend Gurban.

Dear Gurban,

Thank you very much for the cassette of Turkmen music you sent me for my birthday. It's just what I wanted.

I really like Turkmen music. Although I don't understand the words, it's great music to dance to. I played it at my birthday party and several of my friends asked to borrow it. They are quite surprised that Turkmen music is so wonderful.

At the moment I am busy revising for my final exams next month. I don't have much time for anything else, although I still play basketball once or twice a week with some friends.

What about you? I hope you are well. Are you still enjoying your university course? Please give my regards to your family.

I hope to hear from you soon.

Best wishes,
Jim.

UNIT 20

PROVERBS. POSTCARDS

Ex. 1. Proverbs are short, popular sayings which offer guidelines for life. Every culture and language has its own proverbs. Below are ten common English proverbs. However, their beginning and endings have been mixed up. Try to match each proverb beginning with its correct ending.

- | | |
|---------------|-----------------------------|
| (1) Absence | is the best policy. |
| (2) Truth | is mightier than the sword. |
| (3) Blood | wasn't built in a day. |
| (4) Honesty | is stranger than fiction. |
| (5) Knowledge | is the spice of life. |

- (6) The pen makes the heart grow fonder.
(7) Variety is power.
(8) Rome is thicker than water.

Now think about the meaning of each proverb.

Ex. 2. When people are on holiday they often send postcards to their friends and relatives. On one side of the card there is usually a colourful photograph of the place where, the sender is spending his or her holiday. On the other side there is a space for the address and a space for a short message. Look at the example below.

Dear Paul and Kathleen,

I am having a lovely time here in Turkmenistan. The weather is hot and sunny. I'm staying in ancient city of Koneurgench. It's a beautiful place and full of history. I haven't been bored once! Yesterday I have a facinating tour of the old city. Tomorrow I'm flying to Mary to see historical places of Margian.

Wish you were here
Love Clive.

Paul & Kathleen Goff
136 Stackpool
Southville Road
Bristol BS3 1NY
England
UK

Ex.3. Postcards like this are usually friendly and informal so organisation isn't quite so important. However, most postcards follow a similar plan. Here is the plan for Glive's postcard to Paul and Kathleen.

- opening
- description of senders feelings
- description of the weather
- description of the place
- description of something the sender has done

- future plans for the holiday
- closing

Ex. 4. Here is another postcard which Paul and Kathleen sent to Glive from Egypt. The sentences have been mixed up. Reorder the text so that it fits the plan given above.

Dear Glive,

See you soon.

We're having a wonderful time in Egypt.

Tomorrow we're going to see the Pyramids at last.

We've always been fascinated by them.

We are staying at a nice hotel near the Nile. Its very comfortable with impressive views of the river.

Yesterday we went to the Valley of the Kings where many of the Egyptian Pharaohs are buried.

Love Paul and Kathleen

Glive Strummer
116 Somerset Road
Knowle
Bristol BS4 2JB
England
UK

UNIT 21

Modal verbs:

Modal verbs show that the action indicated by the infinitive is considered as possible, impossible, probable, improbable, obligatory, necessary, advisable, doubtful or uncertain.

Speech exercises

- Ex. 1.** *Must you speak English at your English lessons?*
Yes, we must.
Must you speak Russian at your English lessons?
No, we must not.
What language must you speak at your English lessons?
We must speak English at our English lessons.
-

Must you learn English?
Must you learn to speak English?
What must you do?
Must the students learn the English alphabet?
What must they learn?
Must they study English history?
Must they attend lectures on English history?
Must they also attend lectures on the history of the English language?
What lecture must they attend?
Must I read the newspaper every day?
What must I do every day?
Must N. go to the school every morning?
Must he go there on Sunday?
Where must he go every morning?
What must he do every morning?

.....

- Ex. 2.** *May I come in?*
You may go home
May I go home?
May I smoke?
May I ask you a question?
May I have a look at it?
May I have a look at the picture?
May I take the dictionary?

.....
He may go home.
You may smoke.
They may ask him about it.
She may see the picture.
You may have a look at it.
You may take it home.

.....
He may be there. Compare: He must be there.
He may not come here.
She may give you another book.
They may not find it there.

.....
Ex.3. *Let us walk.*
Let us have a walk.
Let's have a smoke.
Let's have some tea.
Let's go.
Let me have a pencil.
Let me have a look at it.
Let me have some water.
Let me tell you some story.
Let them ask questions about the picture.
Let him say something about it.
Let her tell us something about it.

.....

<i>to say something</i> <i>to tell something</i>

Ex.4. Say in English:

1. Gideliň. - Geliň, öýe gideliň. Goý, ol gitsin.
2. Geliň, pyýada gideliň.
3. Maňa bir stakan suw beriň. Maňa haýsy hem bolsa bir galam beriň.

4. Seretmäge rugsat beriň.
5. Goý, ol bu hakda bize gürrüň bersin.
6. Goý, ol bu hakda bir zat aýtsyn.
7. Size bir zat aýtmaga maňa rugsat beriň.
8. Goý, ol sagat näçedigini aýtsyn.
9. Goý, olar sorag bersin.
10. Onuň soragyna jogap bermäge rugsat beriň.
11. Geliň, maslahatlaşalyň.

Ex.5. *Are you going to have an English lesson?*
Yes, we are (No, we are not).
What are you going to do?
We are going to have an English lesson.

- T. Are you going to have another English lesson to-day?
 Are we going to have an interval?
 Are you going to have a smoke during the interval?
 Are you going to have a walk during the interval?
 Are you going to have tea during the interval?
 Are you going to read the newspaper during the interval?
 What are you going to do during the interval?
 What else are you going to do during the interval?
 Are you going to have any more lessons to-day?
 How many more lessons are you going to have?
 What kind of lessons are you going to have?
 Are you going to have a lecture on English history?
 Who is going to give the lecture?
 Are you going to attend the lecture?
 Are you going to the library after the lecture?
 Are you going to have a meeting after the lecture?
 At what time are you going to have the meeting?
 Are you going to speak at the meeting?
 What are you going to speak about?
 Is anybody going to speak on the social work done

by the students?
Who is going to speak about it?
Is N. going to make a report?
What kind of report is he going to make?
What are you going to do now?
Are you going home?

.....
T. Ask him if they are going to have another English lesson to-day.

Ask him if we are going to have an interval?
Ask him if he is going to have a smoke during the interval.

.....
Have you got any English books at home?

T. Have you got any interesting books at home.

Have you got any books on history?
Have you got any stories by Jack London?
Have you got an English-Russian dictionary?
Has he got a watch?
Have you got some paper?
Have you got a pen?

.....
T. Ask him if he has got any English books at home?

Ask him if he has got any interesting books at home?
Ask him if he has got any books on history, etc.

TEXT

A CHAT DURING THE INTERVAL

- Good afternoon, Michael. Glad to see you. Where are you going?
- I am going to the library.
- All right. Let's go together. What are you going to do in the library?

- I must get some books there to get ready to make my report.

- What kind of report are you going to make?

- I am going to make a report on the international situation.

- Are you going to make your report in English?

- Oh, no. I can't make my report in English.

- Why not.

- Because my English is still very poor. I haven't yet learnt enough words and I have had little practice this year.

- I am sure you are wrong. I must say you have made very good progress in your English lately.

- What books have you got?

- It's the *Silver Spoon* by John Galsworthy.

- Oh, I see... May I have a look at it?

- Of course..., Have you read it?

- No, not yet... Have you got any other books by Galsworthy?

- Yes, I must have all of them... Are you fond of reading?

- Yes I am... I have just finished reading a good book and I am now taking it back to the library.

- What is it?... Let me have a look at it. Oh! *Martin Eden* by Jack London ... My brother is also learning English and he has just begun reading some of his stories. I am sure you've already read them ... What book are you going to get now?

- «War and Peace» by Tolstoy ... I haven't read it since my school days.

(Two other students are coming down the hall)

- Hello, George! Where are you coming from?

- From the deans office. We have been there to have a look at the time-table... Have you got a watch?... Tell us the time, please.

- It's a quarter to three ... Are you going to have any more lessons to-day?

- Yes. I am going to attend a lecture by Professor N.

- What is it about?

- Britain after the second World War.

- Oh! I am sure that is going to be interesting. Is he going to give his lecture in English?

- Of course..... He is an Englishman and can't speak a word of Russian. You may also come and listen to him if you have time.

- I am afraid I may not understand him. And you Nick, are you also going to attend the lecture?

- No, I am not. I am going home just now. I must do my lessons and then...

- Excuse me for interrupting you, but the bell has gone, and I must be off. So long.

- So long.

Ex. 6. Read.

fine, finish, dining-room, write, British, side, city, visit, library, progress, because, August, Australia, autumn, daughter, enough, country.

Ex. 7. Answer the following questions:

1. Where is Michael going? 2. What is he going to do in the library? 3. What kind of report is he going to make? 4. Why can't he make his report in English? 5. Is Michael fond of reading? 6. Has he read «*The Silver Spoon*» by John Galsworthy? 7. Has his friend got any books by John Galsworthy? 8. Who has just finished reading «*Martin Eden*» by Jack London? 9. What book is Michael taking back to the library? 10. What book is going to get in the library?

Ex. 8. Put questions to the missing parts of the following sentences:

1. ... are coming down the hall. 2. They are coming from ... 3. ... have just been to the dean's office. 4. They are going to have ... more lessons to-day. 5. They are going to have a lecture on ... 6. ... is going to give his lecture in English. 7. He is going to give his lecture in English because ... 8. Nick is not going to attend the lecture because ... 9. He must ...

Ex. 9. Write out the sentences containing a gerund and translate them into Russian, Turkmen.

Ex. 10. Put the verbs in brackets in correct form:

1. You must (to read) the newspaper every day. 2. What is he (to do)? – He is (to read) the newspaper. 3. Have you (to read) any stories by Jack London? 4. Which of his stories are you going to (to read) now? 5. What are you (to do) there? I am (to write) an exercise. 6. Who has (to write) this exercise? 7. What kind of exercise are you going (to write) now? 8. We must (to write) a great many exercises every week. 9. What language are you (to study)? 10. She has (to study) English for two months. 11. We have already (to learn) about three hundred English words. 12. Must they (to learn) the English alphabet? 13. We have (to have) two lessons to-day. 14. They are (to have) a meeting. 15. She has not (to speak) yet. 16. Can you (to speak) English? 17. Now we can hear him (to speak) English. 18. She is (to tell) them some interesting story. 19. (to tell) us something about it. 20. She has (to tell) them some stories about dogs. 21. He has just (to say) something about it. 22. N. has (to make) a good report on home reading. 23. We have (to begin) reading English stories. 24. You are (to make) good progress in your English. 25. They are (to begin) to understand English.

UNIT 22

THE PRESENT CONTINUOUS TENSE

Ex. 1. Affirmative Interrogative Negative

I am reading	Am I reading?	I am not reading
He is reading	Is he reading?	He is not reading
She is reading	Is she reading?	She is not reading
We are reading	Are we reading?	We are not reading

You are reading
You are not reading
They are reading
They are not reading

Are you reading?
Are they reading?

Ex. 2. The contracted affirmative forms are:

I 'm reading
She's reading
We're reading

The contracted negative forms are:

She isn't reading
We aren't reading

Ex. 3. The negative-interrogative forms are:

Am I not reading?
Is she not reading?
Isn't she reading?
Are you not reading?
Aren't you reading?

The present continuous is used to denote an action going on at the present moment.

Eg. Tom and Nick are going to the canteen.
They are having dinner.

Ex. 4. Speech exercises

Are you writing? Yes, I am (No, I am not).

What are you doing? I am writing.

Who is writing? I am.

What are you writing? I am writing an English word.

What are you writing with? I am writing with a pen.

T. Comrade N., stand up,
please.

Is he standing?

T. Is N. sitting or

S. No, he isn't.

Yes, he is.

He is standing. He is

standing?
Am I sitting or standing?
Where am I standing?
blackboard.
Are M. and L. standing?
are sitting.

not sitting.
You are standing.
You are standing at the
blackboard.
No, they are not. They
are sitting.

.....
T. Comrade N., come to the blackboard, please.

T. Where are you going?
blackboard.

S. I am going to the
blackboard.

.....
T. Take a piece of chalk and write the word «English» on
the blackboard.

T. Are you writing
or reading?

S. I am writing.

What are you doing?
I am writing.

What are you writing?
«English»
I am writing the word

What are you writing with?
of) chalk.
I am writing with (a piece

Am I also writing?
Yes, you are.

What am I writing with?
a pencil.
You are writing with

.....
T. Is anybody standing
at the blackboard?
S. Yes, somebody is.

Is anybody sitting at
the window?
No, nobody is.

Is anybody writing on the blackboard?

Is anybody reading a newspaper?

Is anybody standing at the door?

Is anybody opening the door?

.....
T. Who is standing
at the blackboard?
S. Comrade N. is.

Who is reading a
newspaper?
Nobody is.

Who is asking you questions?	You are.
Who is answering my questions?	I am.
Who is writing on the blackboard?	Comrade N. is.
Who is sitting at the window?	Nobody is.

.....

T. Am I writing anything?	S. Yes, you are.
What am I doing?	You are writing.
Is X. reading anything?	
What is he doing?	
Are Y and Z. doing anything? What are they doing?	

.....

T. Am I your teacher?	
Am I teaching you English?	
What am I teaching you?	
T. Are you a student or a teacher?	
Are you studying or teaching English?	
What are you studying?	
T. Am I giving you an English lesson?	
What lesson am I giving you?	
Who is teaching you English?	
T. Are you having an English lesson?	
What lesson are you having?	
What are you doing?	
T. Am I speaking?	
Am I speaking Turkmen?	
What language am I speaking?	
T. Who am I speaking to?	
Who am I teaching English to?	
Who am I giving an English lesson to?	
T. Are you speaking?	

Are you listening to anybody?
To whom are you listening?

Ex. 5. Read and translate the text. Pay attention to the Present Continuous.

They are having an English lesson. The teacher is standing at the blackboard. He is writing on the blackboard. He is writing English words on the blackboard. He is writing with a piece of chalk. The students are sitting at the tables. They are looking at the blackboard. Nick is writing down the English words in his notebook. He is writing with a pen. On the tables in front of the students we can see books, exercise-books and some dictionaries. A brown bag full of books is lying on the teacher's table. It is the teacher's bag.

Is Nick writing? Yes, he is. What is he doing? He is writing. I am not writing. I am reading. You are not reading. You are listening to me. You are my teacher. I am your pupil. You are giving me an English lesson. You are teaching me English.

There are some pictures on the wall. Take that picture down from the wall and show it to me, please. You are showing the picture to me. In the picture I can see many people. They are having a meeting. One of them is speaking. Others are listening to him.

Through the window we can see a big town. There are many tall buildings in the town. The weather is bad. It is raining.

Here is another picture. It is the picture of school building. In front of the school there is a garden. It is a fine autumn day. There are no clouds in the blue sky, and it is warm in the sun. But we can see a lot of yellow leaves falling from the branches on the ground and there are few flowers in the garden. We can also see birds flying high in the sky. They are flying away to the south.

Many schoolboys and schoolgirls are running about in the garden. We can see three or four of them playing with a ball. The children are having an interval between their lessons.

Two men and a woman are walking to the garden. They are coming from the school. They are teachers. The woman is carrying a large bag, full of her pupil's exercise-books. The old man and the young woman sitting on the bench are also teachers. They are teachers of English. They are talking. They are talking about their lessons. Now we can hear the young woman speaking English. The old man is listening to her. He is holding a cigarette in his right hand. He is smoking.

Ex. 6. Read:

old, hold cold, gold; all, ball fall, small, tall, wall; chalk, talk, walk, quarter, warm.

Ex. 7. Answer the following questions.

1. Are you reading or writing? 2. Are you writing an exercise? 3. What are you writing? 4. What are you writing with? 5. Is Nick also writing? 6. What is he doing? 7. Who is writing down English words in his notebook? 8. Are these people having a meeting? 9. Is one of them speaking? 10. What are the others doing? 11. Is this a picture of school- building? 12. Is there a garden in front of the school? 13. Who can we see in the garden? 14. What are the children doing in the garden? 15. How many of them are playing with a ball? 16. How many people are walking down the road? 17. Are they teachers? 18. Who is carrying a large bag? 19. Is anybody sitting on the bench? 20. Who is sitting on the bench? 21. What are they talking about? 22. What language is the young woman speaking? 23. What is the old man holding in his right hand? 24. Is he smoking? 25. Is there anything lying on the grass?

Ex. 8. Write the following words in negative form:

1. I am reading a book. 2. They are writing some exercises. 3. We are going there. 4. He is doing something there. 5. It is raining. 6. She is coming here.

Ex. 9. Write the following sentences in the interrogative form:

1. We are writing some exercises. 2. She is writing something. 3. They are having an English lesson. 4. He is studying English. 5. You are going to the Institute. 6. It is raining.

Ex. 10. Put questions to the missing parts of the following sentences:

1. They are having a lesson. 2. ... is teaching them English. 3. He is teaching ... English. 4. The teacher is writing ... on the blackboard. 5. He is writing with 6. The students are 7. They are looking at 8. The teacher is speaking... . 9. He is speaking to 10. The students are listening to 11. ... are going to the blackboard. 12. They are going to 13. ... are falling from branches on the ground. 14. We can see... birds flying high in the air. 15. The birds are flying to 16. ... are running about in the garden. 17. ... people are walking down the road. 18. ... is carrying a large bag. 19. She is carrying ... exercise-books in her bag. 20. She is coming from 21. The old man is sitting on 22. ... is speaking English. 23. The old man is listening to

Ex. 11. Translate into Turkmen:

1. We can see a lot of yellow leaves falling from the branches on to the ground. 2. We can see many birds flying high in the air. 3. There we can see three or four children playing with a ball. 4. The old man and the young woman sitting on the bench are teachers. 5. Now we can hear the young woman speaking English. 6. Whom can we see running about in the garden?

Ex. 12. Translate into English.

1. Häzir olar ýygnak geçirip dur. 2. Ol haýsy dilde gepleýär. 3. Siz haýsy dili öwrenýärsiňiz? 4. Mugallym oňa iňlis dilini öwredýär. 5. Olar mugallymy diňleýärler. 6. Ol öz otagynda radio diňleýär. 7. Siz instituta gidýäňizmi? 8. Siz nirä gidýäňiz? – Men kitaphana gidýärim. 9. Maral kitaphanadan çykýar. Ol bize täze kitap görkezýär. 10. Siz nirä gidýäňiz? 11. Ýagys ýagýar. 12. Kim bagyň içinde gezýär? 13. It ýolda ylgap barýar. 14. Uçar nirä uçýar? 15. Kim diwanda ýatyr? 16. Kakasy gazet okaýar. 17. Aýnanyň önünde duran ýaş ýigit kim? 18. Biziň dostumyz nirede? Ol näme işleýär?

UNIT 23

Ex. 1. Write four forms of the following verbs.

Tell, go, come, walk, give, take, put, say, speak, hear, see, read, write, finish, begin, make, show, enter, teach, study, find, get, leave, stay, pay, eat, drink prefer, ask, answer, pass, stop, prepare, travel, examine, offer, plan, carry, occur, quarrel.

Ex. 2. Express the idea in the past (change the adverbials if necessary):

1. My sister works hard at her English this year. 2. The students speak only English at the lesson. 3. They must write many exercises at home. 4. Our lessons begin at 12 on Thursday. 5. Our family gets up at 8 o'clock on Sunday. 6. I usually prepare my home work in the morning. 7. Before going to bed I can rest for a half an hour and listen to the news. 8. We often have to work together. 9. We gather at the club every Saturday. 10. The girl reads about 20 pages every day. 11. In the morning she takes a cold shower, dries herself on the towel and cleans her teeth before she puts on her clothes. 12. We don't understand these words. 13. The boys do morning

exercises every day. 14. Why don't you turn off the cassette-recorder when you leave the room. 15. How long does it take you to get to the theatre? - It takes me half an hour to get there.

Ex. 3. Give the interrogative and negative forms of the following sentences:

1. Ann got a good mark yesterday. 2. We translated the text two days ago. 3. He was translating the text at that time. 4. He came home late last night. 5. She finished her work half an hour ago. 6. They had breakfast at 8. 7. They were waiting for us then. 8. My friend saw this film last week. 9. He was looking at the people in the hall. 10. There was a mistake in his test. 11. Ann was having dinner at six o'clock. 12. They had to take four exams.

Ex. 4. Answer the following questions.

1. Have you bought this book? 2. When did you buy it? 3. Have you seen this play? 4. When did you see it? 5. Have you made this dress yourself? 6. When did you make it? 7. What were you doing at 7 last night? 8. Were you knitting at that moment? 9. What were you reading when I entered? 10. What were you singing when he came? 11. Why were you laughing when you saw him? 12. Why was baby crying? 13. What were you doing when we rang you up? 14. What were they writing when the teacher entered? 15. What was he listening to when you called him? 16. What were you reading when the door-bell rang? 17. Where were you going to when I stopped you? 18. Where was the boy running when you saw him?

Ex. 5. Now look at the list of natural disaster below and match them with the definition (the first has been done for you).

eruption	a strong storm with winds and snow
earthquake	fire spreading rapidly through trees
flooding	snow sliding quickly down a mountain
volcanic	a very strong fast wind

drought	a long period without rain
avalanche	the covering of dry land with water
hurricane	a shaking of the earth's surface
forest fire	the explosion of a volcano
blizzard	

Ex. 6. Read the text.

**GONUR-DEPE IS THE OLDEST
CITY OF TURKMEN**

Gonur-Depe is situated in the Garagum etrap of the Mary velayat (Turkmenistan). Many scientists write about Gonur-Depe. They clearly state the subject of their research and describe their concept of the development of the local civilization, which is called Margiana (or the country of Margush) and is considered the fifth significant culture of Ancient East, after Mesopotamia, Egypt, India and China. As to the location of the city it seems to have been selected by ancient people very carefully. The construction of the Margush country capital was initiated parallel with the general development of the whole oasis. The city lay-out shows that the settlement was very important. It was established exactly where the delta of Murgab river has begun. In its very center there was a scaled Kremlin, guarded by a strong higher wall than the neighbouring alluvial plain. It was a good place for sheltering a complex royal family place. To make it next to impregnable, the Kremlin was enclosed in two walls: a square wall, called «Kare», and an oval brick wall surrounding the whole 10 ha. large «royal park», equal in size to an average city of that period.

Next to each of the four facades of the Kremlin there was one monumental building. The author refers it as «temple of fire», «royal sanctuary», «temple of water», and «temple of sacrificial offerings». These four temples were also located within the kare wall. To the north, the archaeologists discovered a complex that hosted communal-eating ceremonies as well as the remains of «a special purpose complex». As we

can see from layout, defensive ability of the capital was the top priority for its designers, which may imply that the political atmosphere was not quite «cloudless».

The vast northern complex of Gonur was well planned and erected as a real royal city, occupied by the king's family, the ruling elite and clergy. The combination of royal apartments and ritual buildings, hosting various religious ceremonies, is a unique phenomenon for such an early period of oriental history. It does not only show how skillful constructors the ancient Margush people were but also implies that they practiced complex religious rites, including communal eating and libations.

There is much information about «Gonur-Depe» in the researches of scientists.

Compared to other buildings of Gonur, the sanctuary is a sort of «micro complex» consisting of five interesting premises of various form and utility. But it is believed by the author to be the place where kings and royal families would participate in religious ceremonies. This conclusion was drawn based on the analysis of the building interior and different ritual objects discovered here.

The scientists show in their science works «the complex communal means». This complex comprised premises with special-construction hearths and wide, open yards the floor of which is covered with a meter-thick layer containing ash, small pieces of animal bones and pottery. This layer must have been formed during several centuries, when communal meals, namely libations, preparation and eating of sacrificial food had been conducted in the complex. This complex is located to the south and west of the Kremlin, between the two kare walls. In the rooms of the temple there are many big circular altars with the visible traces of life. Here people might have used portable sacrificial ovens. Such ovens had little to do with the cult of fire and were used only for cooking sacrificial meat. On the south, the «temple of sacrificial offerings» is flanked by the «temple of water».

The «temple of water» consists of several premises with two - compartment hearths that rest on low platforms. These rooms were erected near small and big water reservoirs. Linguists who

studied numerous written sources found out that in honor of different deities pagans executed different sacrificial ceremonies. Indo-Aryans, for instance, would make offerings to fire and water most important attributes of their daily life. They deified lakes and rivers, and their daily offerings to water had the form of libations. Similar beliefs were popular in Margiana too.

◆ Vocabulary Notes

ancient (adj) - belonging to the very distance past

alluvium (n) - a fertile deposite of clay, silt, and sand left by flood water

concept (n) - an abstract idea

civilization (n) - an advanced stage or system of human social development

reseach (n) - the study of materials and sources in order to estabale facts and reach new conclusions

royal (adj) - relating to or having the status of a king or a queen

situate (v) - put in a particular place, be in particular circumstances

significant (adj) - important or large enough to have an effect or to be noticed

7. Answer the following questions.

1. Where is Gonur-Depe situated?
2. What kind of civilisation was in Gonur-Depe?
3. What kind of Kremlin was there in Gonur-Depe?
4. Describe the Kremlin?
5. What ceremonies took place in the King's family apartment?
6. What can you tell about the complex of communal means?
7. What can you tell about «temple of water»?

8. Translate into English:

ot ybadathanasy

patyşa ybadathanasy

sadakalar ybadathanasy
suw ybadathanasy
köpçülikleýin naharlanýş
aýratyn maksatlara niýetlenen
Marguşyň gurluşy
Umumy ösüş
Kremlň dört tarapynda
Gowy meýilnamalaşdyrylan
Şalaryň şäheri

9. Translate into Turkmen:

General development
Next to each of the four facades
of the Kremlin
well planned,
Royal city,
Temple of fire,
Royal sanctuary,
Temple of sacrificial offerings,
temple of water,
communal eating,
a special purpose complex,
the construction of Margush.

UNIT 24

THE PRESENT PERFECT TENSE

1. The present Perfect is formed by means of the Present Indefinite of the auxiliary verb to have and Participle II of the notional verb.

2. In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle **not** is placed after the auxiliary verb.

Affirmative	Interrogative	Negative
I have worked	Have I worked?	I have not worked
He has worked	Has he worked?	He has not worked
She has worked	Has she worked?	She has not worked
We have worked		Have we worked?
We have not worked		
You have worked		Have you worked?
They have worked	Have they worked?	You have not worked
		They have not worked

3. The contracted affirmative forms are:

I've worked

He's worked

You've worked

The contracted negative forms are:

I haven't worked

He hasn't worked

You haven't worked

4. The negative-interrogative forms are:

Has she not worked?

Hasn't she worked?

Have you not worked?

Haven't you worked?

Speech exercises

Have you written this exercise? Yes, I have. (No I haven't).

What have you written? I have written this exercise.

What have you done? I have written this exercise.

Who has written this exercise? I have.

- T. Write the word «vegetables» on the blackboard, please.
- T. What are you writing?
- S. I am writing the word «vegetables».
- T. Have you written down the word «vegetables» in your notebook.
- S. Yes, I have.
- T. What have you done?
- S. I have written down the word «vegetables» in my note-book.
- T. Has he written down the word «vegetables» in his note-book?
- S. Yes, he has.
- T. What has he done?
- S. He has written down the word «vegetables» in his note-book.
- T. Who has written the word «vegetables» on the blackboard?
- Who has written it down in his note-book?
- What have you written down in your note-book?
- What has he written down in his note-book?
-
- T. Take the newspaper and put it into your bag?
- Who has given you the newspaper?
- What have I given you?
- Where have you put it?
-
- T. Take the pen out of the box and give it to me?
- Who has taken the pen out of the box?
- What has he taken out of the box?
- To whom has he given the pen?
-
- T. Have you read the newspaper to-day?
- Have you had your breakfast?
- Have you done your lessons?
- Have you brought your dictionary?

-
- T. Ask him if he has read the newspaper to-day.
Ask him if he has had his breakfast.
Ask him if he has done his lessons.
Ask him if he has brought the dictionary.

Ex. 1. Learn the following forms of the verbs.

do	did	done
have	had	had
read	read	read
write	wrote	written
bring	brought	brought
give	gave	given
put	put	put
take	took	taken
eat	ate[et]	eaten
drink	drank	drunk

Ex. 2. Read the text and retell.

IN THE DINING-HALL

Now we are in the dining-hall. It has three windows and two doors. It is still warm outside and the windows are open. Plenty of fresh air is coming into the room through the open windows.

In the dining-hall we can see tables, a number of chairs and a sideboard. We can see different things on the sideboard: all kinds of cups, glasses and plates, and also a large bowl with apples in it.

Several people are sitting at the tables. They are having their breakfast. One of the men is holding a knife in his right hand and a fork in his left hand. He is eating meat. The boy sitting opposite him has already eaten his bacon and eggs and is now eating his porridge. Is that girl also eating porridge? No, she isn't. She is having tea with sugar and milk, and some bread and butter.

That young man has already eaten his breakfast and is now going out into the hall. His friend is still eating something, the waiter has just brought him a dish of hot meat and potatoes or other vegetables and put it in front of him. The waiter has also brought a glass and a bottle of mineral water for the old woman sitting at the same table. Now we can see the old woman drinking her glass of mineral water.

The waitress over there is carrying away the dirty cups, glasses and plates on a large tray. Another waitress is bringing coffee to a woman and two men sitting in the corner talking.

The man standing near the window has not yet had his breakfast. He is waiting for somebody.

Ex. 3. Make up sentences with the following words:

bacon, bottle, bowl, breakfast, butter, coffee, dish
egg, hall, meat, porridge, potatoes, sideboard,
sugar, tray, vegetables, water, waitress, waiter,
plenty of.

Ex. 4. Read:

read, bread, already; breakfast, great, eat, tea, meat,
teach, hear, theatre, weather, sea, speak, leaf, clean, please;
family, capital, America, vegetable, mineral, cigarette.

Ex. 5. Answer the following questions.

1. Whom can you see in the dining-hall? 2. Whom else can you see there? 3. What are they doing? 4. What can you see on the tables? 5. What else can you see there? 6. What is that man holding in his right hand? 7. What is he eating? 8. What has the boy eaten? 9. What is the girl doing? 10. Who is going out into the hall? 11. Has the young man already had his breakfast? 12. Is his friend still having his breakfast? 13. What has the waiter just brought him? 14. For whom has the waiter brought a glass and a bottle of mineral

water? 15. What is the old woman drinking? 16. What is the waitress carrying away on a large tray? 17. To whom is the other waitress bringing coffee? 18. Who has not yet had his breakfast? 19. Have you had your breakfast? 20. How many lessons have you had to-day?

Ex. 6. Write each of the following sentences first in the negative and then in the interrogative form:

1. They have done something. 2. He has given them some money. 3. You have brought something for us. 4. I have taken some English books from you. 5. She has read it to her. He has written it to somebody.

Ex. 7. Put questions to the missing parts of the following sentences:

1. The man is eating 2. ... is sitting opposite him. 3. The boy has eaten 4. ... has eaten his bacon and eggs. 5. The girl has having her tea with 6. The young man has already 7. ... friend is still eating something. 8. The waiter has put ... in front of him. 9. He has brought this for 10. The man is standing near 11. He is waiting for

Ex. 8. Change the verbs in the following sentences into the Present Perfect:

1. I am eating my breakfast. 2. We are drinking water. 3. He is bringing them some meat and vegetables. 4. You are putting the dishes on the table. 5. They are having tea. 6. She is taking the dirty plates from the table.

Ex. 9. Translate into Turkmen:

1. The boy sitting opposite him has already eaten his breakfast. 2. Now we can see the old woman drinking her glass of mineral water. 3. The waitress is bringing coffee to a woman and two men sitting in the corner talking. 4. The man standing near the window has not yet had his breakfast.

Ex. 10. Translate into English:

1. Men ýaňyja naharlandym. 2. Ol eýýäm naharlandy.
3. Biz heniz naharlanamyzok. 4. Olar naharhanada henizem
çaý içip otyr. 5. Men eýýäm öý işlerimi etdim. 6. Su gün biziň
üç sapagymyz boldy. 7. Ýaňyja olaryň ýygnagy boldy. 8. Ol
heniz bu kitaby okanok. 9. Ol henizem bu kitaby okap otyr.
10. Ol şu gün öý işini etmedi. 11. Kim muny ýazdy? 12. Siz
oňa näme ýazdyňyz?

Present Perfect of the verb «to write»

I have written	I have not written	Have I written?
He has written	He has not written	Have you written?
She has written	She has not written	Has she written?
It has written	It has not written	Has it written?
We have written	We have not written	Have we written?
You have written	You have not written	Have you written?
They have written	They have not written	Have they written?

Ex. 11. Make up sentences with the following words using Present Perfect:

airport, avenue, block, cinema, congress, direction, football match, hotel, impression, shop, side, sports grounds, underground station, wish, international, splendid, cross, visit, among, mine, (a friend of mine).

UNIT 25

Ex. 1. Read the text and answer the following questions:

Did Turkmen know about the plans of Russian Army?

What kind of war was it?

Who fought against invaders?

Did the girls and women fight against invaders?

Who was the leader of the women's group?

How did they fight against invaders?

How do we commemorate the victims of Geokdepe tragedy?

Ex. 2. Translate the following phrases:

Rus goşuny, Gökdepe galasyny gurmak, iň uly uruş, ýakyn ýerlerden köp adamlar kömege geldi, Rus basybalýjylary, aýal gyzlar topary, ganly uruş, wepat bolmak, ýatlama günü, hemme adamlar, aýaga galdy, metjide barmak, doga, aýat okamak, topar ýolbaşçysy.

Ex. 3. Read and retell the text.

MEMORIAL DAY

Russian imperia decided to join the Turkmen land to Russia.

Turkmen people new about the intervention plans of Russian army, that they wanted to attack Turkmen. That is why people began to build fortress in Gokdepe and finished in 1879. In 1879 general Lomakin came to Gokdepe with his army. There was great war. This war was the largest war in Turkmen history. All people raised against invaders. Young girls, and young boys, old people fought against Lomakin's army. There was a bloody battle. Very many people came from other regions of Turkmenistan to help the people of Geokdepe. They came from Kaka, Tejen, Mary and other regions of our

country. There was a group of woman who faught against invaders. Its leader was Dursun. There were 200 woman in her group. Her group and she faught against invaders bravely and perished in the bloody battle on January 12, 1881.

Every year on the 12th of January Turkmen people commemorate the victims of Gokdepe tragedy.

On Memorial Day all Turkmen people go to the Mosque and make commemoration ceremonies for those who died for our Motherland.

Ex. 4. Translate into Turkmen.

to build fortress, general Lomakin's command, against invaders, under the command, families,

moved to Gokdepe fortress, to fight against the unvaders, to be perished, in the bloody battle,

Memorial Day, Gokdepe tragedy, every year, historical period, the heroes of Gokdepe,

Ex. 5. Spell and transcribe the four forms of the following verbs:

be, do, have, see, strike, get, open, turn, wash, take dry, clean go, dress, put, make sweep, clear, stay, say, hurry, begin, prepare, come, work, press, iron, gather, play, repair, knit, listen, hang, change, want, finish, know, help, fire, show.

Ex. 6. Answer the following questions.

1. Have you had dinner yet? 2. Have you had coffee today? 3. Has your brother left for London? 4. Has she ever met my elder brother? 5. Has Mary been to the canteen yet? 6. Have you found anything to your taste on the menu? 7. Have you paid for the lunch yet? 8. What book have you discussed today? 9. How much have you paid for the supper? 10. You have learned this poem by heart, haven't you? 11. You have made few mistakes in spelling, haven't you? 12. Where have you found this book? 13. Which lesson have you learned by heart? 14. What English books have you read yet?

Ex. 7. Fill in articles wherever necessary:

1. Mary has taken ... cold shower and is going to dress. 2. Let me have ... look at your translation? 3. I always do ... room with ... vacuum – cleaner. 4. Let's turn on ... cassette – recorder and dance to ... music? 5. What are your fellow students doing? – Mary is playing ... piano. Peter and David are playing ... chess. 6. I don't go to ... institute by ... bus. I prefer to go there by ... Metro. 7. How long does it take you to do ... homework? 8. Something has gone wrong with .. vacuum-cleaner. I am sure it's ... plug. 9. It is not pleasant to go by ... Metro on such ... fine day. Let's go on ... foot. 10. Will you turn on ... radio? I should like to listen to ... seven o'clock news. 11. It's ... pity you have never been to ... England. 12. My parents are still in ... town.

UNIT 26

Ex. 1. Before you read the text think about questions below. Look around at your classmates. You'll probably notice that they have quite a lot of personal differences.

Do they have similar styles of dress?

Are their hair styles similar or different?

Do they have different personalities?

Ex. 2. Read the text about learning styles below.

LEARNING STYLES

Each of us has a different personality. Our personality affects the way we act, the way we talk, and even the way we dress. It also affects the way we learn. Because we have different personalities we learn in different ways.

Psychologists say that there are five main styles of learning.

VISUAL LEARNING STYLE

If your learning style is visual you learn well from **seeing** words in books, newspapers and magazines and on the blackboard. You prefer to see and read information rather than to hear it, and you don't need a lot of oral (spoken) explanation. You take notes of lectures and talks and from library books if you want to remember more.

AUDITORY LEARNING STYLE

If your style auditory, you prefer **hearing** words spoken to reading them on a page. You may remember information better if you read aloud. You like doing oral exercises in class and listening to tapes and lectures. You also enjoy taking part in discussions.

PHYSICAL LEARNING STYLE

People who have a physical learning style learn best when they are doing **something active and physical**. They remember information well if they are using their hands and bodies as well as their minds. They like to do role-play in the classroom and enjoy acting out situations and dialogues.

GROUP LEARNING STYLE

Some people dislike working alone and learn more easily when they study **with others**. They like groupwork and pairwork and they remember information better when they have other people to discuss it with.

INDIVIDUAL LEARNING STYLE

If you have an individual learning style you learn better when you work **alone**. You enjoy private study and may dislike groupwork. You understand and remember information better without others around you.

To be successful, a learner needs to be able to learn in several different ways. So although you may prefer one

learning style to another, you will probably learn best if you can use a mixture of styles.

Ex. 3. Read the descriptions below, written by three students on how they learn best. For each description decide which learning style(s) he or she uses. (Remember that most people use a mixture of styles).

«When I am preparing for classes or doing homework I usually study with a few classmates. We read and talk about the texts together. During lessons I like doing oral exercises, particularly listening and group discussions».

Gurban's main learning style



Gurban

«I always keep careful notes of the new words and expressions I meet as I read. I find these lists of new words very helpful when I review lessons. In class I really like it when the teacher asks us to act out dialogues or situations in pairs or in group».

Maral's main learning style



Maral

«I have lots of friends but when I study I find it easier to concentrate if I work alone. When I'm reviewing my lessons or preparing for my exams I read the text aloud to myself. This helps me to remember.

Gozel's main learning style.....



Gozel

Ex. 4. Read the text again and decide which learning style or style you prefer.

Ex. 5. Below is a list of words from the text connected with language learning. See if you can match them with the definitions on the right.

dialogues	written record of the main ideas from a text or lecture
pairwork	talking about a particular topic
private study	conversations
discussions	acting out scenes and situations
situations	formal talks given by teacher
groupwork	speaking practice
role-play	working with a partner
lectures	things that happens in real life (eg at the doctor's)
oral exercises	working alone
notes	working with a few others

LIKE AND DISLIKE

In the text the following verbs are used to show the attitude of different types of learners to various learning activities

Like enjoy prefer dislike

Find these verbs in the text and look at how they are used. Pay particular attention to what follows the verb.

You probably noticed that these verbs are often directly followed by another verb. This verb is either a 'to -' infinitive or a gerund form. Read the information below on how we use the four verbs.

LIKE

PREFER

These verbs can be followed **either** by a 'to -' infinitive or gerund.

Look at these examples from the text:

You **like doing** oral exercises They **like to do** role-plays

... you **prefer hearing** words spoken to **reading** them on a page.

... You **prefer to see** and read information rather than **to hear** it.

The verbs 'love and 'hate' can also be followed either by a 'to -' infinitive or a gerund.

ENJOY

DISLIKE

The verbs can **only** be followed by a gerund.

You also enjoy **taking part** in discussions. Some people **dislike working** alone.

The verbs '**mind**' (as in 'I don't mind), '**detest**', and '**stand**' (as in 'I can't stand...'), can also be followed only by a gerund.

All of the verbs mentioned above can also be followed by a **noun phrase**.

They **like groupwork and pairwork**.

You may **prefer one learning style** to another...

You enjoy **private study** and **dislike groupwork**

Ex. 6. Divide these verbs into two groups:

Group 1. (verbs which show positive feelings)

Group 2. (verbs which show negative feelings)

can't stand ... like ... hate.....

don't like ... love ... prefer ...

detest ... enjoy ... don't mind ...

Now try to decide which are the strongest and weakest verbs in each group.

Ex. 7. With a partner, talk about your feelings towards the things below. Use one of the verbs above followed by a 'to -' infinitive, a gerund or a simple noun. Look back at the grammatical information above to help you.

Exams essays homework holidays

Ex. 8. Put the verbs in brackets into the correct form.

(a) Guncha loves ... (cook) but she hates ... (wash)up.

(b) I like ... (go) to concerts but I prefer ... (watch) Santa Barbara on TV.

(c) Berdi enjoys ... (camp) and ... (walk) in the Kopetdag mountains.

(d) Batyr can't stand ... (take) exams but he enjoys ... (write) essays.

(e) I detest ... (fly) but I don't mind ... (travel) by train.

UNIT 27

SOCIAL CUSTOMS

Ex. 1. Different countries and cultures have different social customs. The way you are expected to behave in particular social situations may be quite different in Turkmenistan than, for example, in Britain. Imagine that the following social situations take place in Britain.

With your partner discuss what you would do or say in each situation. In each case four possibilities are given. Tick (✓) the most suitable answer (s).

Remember: there may be more than one suitable way to behave. It is important that you discuss each possibility and decide why it might be acceptable or unacceptable behaviour.

(1) A British friend of yours has invited you to meet her/his parents to have dinner with them. As a guest, what should you take to your friend's parents.

- a) some fresh bread
- b) nothing
- c) a small souvenir of Turkmenistan
- d) a bottle of good wine

(2) You have arranged to meet your friend in London. When you arrive at the railway station there is a long queue for tickets. What do you do?

- a) join the middle of the queue
- b) join the back of the queue
- c) go straight to the front of the queue
- d) ask someone near the front to buy you a ticket

(3) You arrive with your friend at her/his parents' home.

When you are introduced to them what do you say.

- a) «Hi!»
- b) nothing and shake hands
- c) «Nice to meet you,» and shake hands
- d) «How are you?»

(4) Before you enter the living room would you:

- a) ask if you should take off your shoes
- b) keep your shoes
- c) take off your shoes
- d) wait and see what your friend does and do the same

(5) Dinner was delicious and you would love some more.

What would you do?

- a) wait until the host offers you some more and say «Yes, please I'd love some»
- b) help yourself to more without asking
- c) wait until you are offered more, say «No thanks», and hope you will be asked again
- d) say «Could I have some more please?»

Compare your answers with another pair of students. See if you agree on the best ways to behave. If you don't, discuss your differences.

In which situations is social behaviour in Britain different from that in Turkmenistan?

How would you behave in similar situations in Turkmenistan?

Ex. 2. Meeting people for the first time and starting conversations.

Being able to introduce yourself confidently and politely in English is very important.

You should also know how to use language appropriate to the situation – formal or informal. Look at the examples below:

An informal situation
(e.g. at a party):

G: Hello. My name
is Gulnara.

C: Hello, Gulnara.
Mine is Clive.

G: Nice to meet you, Clive.

C: Nice to meet you too,
Gulnara.

G: Pleased to meet you.

A formal situation
(e.g. at a business
conference):

G: How do you do?

My name is Gulnara
Allayeva.

C: How do you do?

I'm Clive Strummer.

C: Pleased to meet you too.

Now practise these formal and informal introductions.

Imagine that you are at a friend's birthday party. There are several people there you don't know.

Move around the party introducing yourself.

Imagine that it is the coffee break at an international conference. Move around the room introducing yourself to other delegates.

Once you have introduced yourself, you may want to start a conversation. What topics do you use to start conversations in Turkmen or Russian with someone you have just met for the first time?

In Britain, most people feel it is better not to ask personal or difficult questions on first meeting someone. So the weather is often used as a harmless conversation starter.

Ex. 3. Write some sentences of your own about customs and social behaviour in Turkmenistan.

Use the present tense and an appropriate adverb of frequency:

e.g. Turkmen people usually remove their shoes before entering a house.

Korean people frequently prepare hot, spicy food.
Russians often make special tall cakes at Easter.

You may sometimes need to give short informal talks or more formal presentations, not only as part of your studies but also in your life outside. Here are some typical situations in which you may need to give a talk or presentation:

- defending an academic thesis
- talking about Turkmen culture to a group of foreign visitors
- giving a speech at a wedding
- presenting a product to business people

Even when you are speaking in your own language, giving a talk can be difficult! The exercises below should help to make public speaking a little easier and more enjoyable for you.

Ex. 4. Look at this list of advice for public speakers. With your partner decide whether the advice is good or bad. Mark the good advice with a tick (✓) and the bad advice with a cross (x). One has been done for you.

- | | | |
|---|---|---|
| Always use long complicated words and phrases | | Don't read from a written text |
| Speak quickly without pausing | X | Stand with your head down |
| Create a friendly atmosphere by smiling | | Never allow the audience to ask questions |
| Refer occasionally to your notes | | Never look at the audience |
| Stand straight and tall | | Use gestures naturally |

Now rewrite the bad advice to change it into good advice.

e.g. Stand with your head down, up.

Ex. 5. Preparing for your talk.

A good talk or presentation needs careful preparation. Before you give your talk you should:

- think about what your audience will already know and what will most interest them
- collect all the information you need for your talk and make notes
- organise your notes into clear sections
- organise your talk into a logical order
- practice your talk in front of a mirror or with a friend
- check the timing

You should decide the best order for these two sections. Make notes of what information you want to include in your talk. After you have prepared your talk, practise it with a partner.

Useful Phrases for talks and presentations

Good morning/afternoon and welcome to my presentation.	greeting
My name is ... and the subject of my talk is ...	introduction
If you have any questions please could you ask them at the end?	requesting
Firstly, I would like to say something about the origins of the ... festival.	presenting
Now I will explain how people celebrate the ... festival today.	closing
I think that's all I've got to say.	inviting
If there are any questions I'll be happy to answer them.	questions
Thank you for your attention.	Thanking

When you are ready, your teacher will ask you to give your presentation to the rest of the class.

Remember:

- you only have three minutes
- refer to your notes, don't read
- talk clearly and not too fast
- look at your audience and smile!

When you have given your talk think about the following questions:

1. Did you keep to the time limit?
2. Did you include everything you wanted?
3. Did you use the 'useful phrases'?
4. What do you need to improve for your next talk?

UNIT 28

1. Read the text.

NILE CRUISES

A cruise on the River Nile is the best way to enjoy the fascinating sights of Egypt.

Visit the famous pyramids and the famous Sphinx at Giza and enjoy the amazing scenery as you sail down the river.

Your ship: The 'King Tut' is a luxury cruiser with 45 cabins, all with air - conditioning and showers. Facilities on the ship include shops, a bar and a dining room.

Which holiday should we choose?

I think we should choose the Nile cruise because ...

The expedition in Africa sounds ... (exciting, boring, etc.)

I'd like to go to Turkey because ...

I don't think we should go to Egypt because ...

What about you? What do you think?

Ex. 2. Discuss your choice with another pair. Find out which holiday prize they chose and why.

Ex. 3. Imagine that you work as a market researcher for a travel company. You want to find out what kind of holidays people like. You stop people in the street to ask them questions. Your partner is a passer – by.

Ask him/her the questions and put a circle around the numbers which best represent his/her answers.

Before starting, look at the key below.

You can begin like this:

questionnaire: what makes A good holiday?				
beautiful scenery	1	2	3	4
good food	1	2	3	4
comfortable hotel	1	2	3	4
good weather	1	2	3	4
lively night life	1	2	3	4
good shopping	1	2	3	4
sandy beaches	1	2	3	4
sporting activities	1	2	3	4
cultural/historical sites	1	2	3	4
others(please specify)	1	2	3	4

Excuse me. Can I ask you some questions about holidays? Do you think it is important to have beautiful scenery to enjoy when you are on holiday?

Key
 1 = essential
 2 = very important
 3 = quite important
 4 = not important

Ex. 4. When you have finished interviewing your

partner change roles so that he/she is the market researcher and you are the passer – by.

Ex. 5. Finally compare your completed questionnaires. Do you and your partner have the same opinion about what makes a good holiday? When you have compared your questionnaires summarise your conclusions using the phrases below to help you:

We both think that ... is essential/very important/etc.

He/She thinks that ... is essential/very important/etc. but I think ...

Neither of us thinks that ... is important.

Ex. 6. Read this article from ‘The Travel Magazine’ and decide which of the places described you would most like to visit.

Everyone remembers their favourite holiday. The Travel Magazine asked six well-known travellers which places in the world they would most like to go back to.

TREVOR KING

My job has taken me to many fascinating places but my favourite is Venice, which I visited a few years ago while covering an international match for the BBC. Venice had everything – beautiful historic buildings, interesting museums and delicious Italian pizza! I’ll never forget my trip in a gondola along the canals that Venice is famous for. It was so relaxing. I’d love to go back again soon, but this time with my wife and children.

JOAN BAKER

One of the nice things about my job is that it allows me to travel all over the world. My most memorable trip was last year when I visited the beautiful old ‘Silk Road’ towns

of Bukhara, Samarkand and Khiva to do research for a book on Central Asia. I think Bukhara was my favourite. I spent hours sitting in the shadow of ancient madrasas with amazing minarets sipping green tea and chatting to the local people. Even without common language, it was really surprising how well we could communicate! The people were so friendly and relaxed. That's why I'd like to return there.

SHARRON THOMAS

I like holiday in the mountains or at the seaside, where I can be active. I've just returned from a wonderful two-week honeymoon on Peter Island in the Caribbean Sea. It was a very private place with good food and lots of exciting things to do. Of course, I'm at home in the water, so I really enjoyed the wind-surfing and water-skiing. We also played a lot of volleyball on the beach and went for long bicycle rides around the Island. It sounds rather an exhausting holiday, doesn't it? But for me a holiday without action would be boring. We're planning to go back for our first wedding anniversary.

ALAN BENEDICT

I love the jungle. My last expedition was to the Amazon, which is famous for its massive trees and exotic wildlife. The Amazon jungle is not a place for a people who like to travel in luxury. I was often exhausted and sometimes terrified. One day while filming I was suddenly attacked by an ocelot, whose picture I was trying to take, and I had to protect myself with my camera tripod. Ocelots look like large domestic cats, but this one was much more frightening! Despite the hardship and the danger, I know I'll go back there again. It's always satisfying to travel to places where so few others have been.

PETE MCDONALD

If I stay more than one or two days in the country - side I become bored. I spend most of my vacations and short breaks

in cities. I think my favourite city is Sydney, where I went last year to do some work for Australian television. I remember sitting in a restaurant in the harbour, dining on a plate of fresh prawns, sipping a glass of wine and watching the boats in the clear blue water. And all the time the astonishing modern architecture of the Sydney Opera house was in view. I can't think of a better way to relax. I'd go back there tomorrow if I could.

ELENOR HARMAN

It's so difficult to describe the feelings I had while travelling in space. Orbiting the Earth is an extraordinary and unforgettable experience. It was incredible to look down on the Earth and see the sun rising behind it. I was amazed at how small and fragile it looked from space. It's shocking that we still haven't realised how unique and precious our planet is. Of course I'd love to visit space again, but I'd like others to experience it too.

Ex. 7. Try to match each of the six travellers to the professions on the right. (One has been done for you).

Trevor King	travel writer
Alan Benedict	Olympic swimmer
Pete McDonald	football commentator
Sharron Thomas	astronaut
Elenor Harman	television newsreader
Joan Baker	explorer and film-maker

Ex. 8. Answer the following questions.

1. Which traveller was not on a working trip?
2. Who travelled the furthest from home?
3. Which travellers mentioned the food they ate?
4. Who travelled to Europe?
5. Which travellers seem to prefer holidays in the city?

Ex. 9. Which of the six places would you find the most:

- exciting
- relaxing
- interesting
- romantic
- enjoyable

Compare your answers with your partner's.

Ex. 10. Imagine that you are Sharron Thomas and fill in the holiday questionnaire on the text. Look carefully at the text to decide how she would answer. Now do the same for Pete McDonalds.

Ex. 11. Find adjectives in the text with the following meanings. (The initials of the traveller and the first letter of each adjective have been given to help you.)

- | | |
|--|----------|
| 1. quiet and without lots of people (ST) | p |
| 2. recently caught (PM) | f |
| 3. of a current style (PM) | m |
| 4. easily broken or damaged (EH) | f |
| 5. the only one of its type (EH) | u |
| 6. of great value because it is very rare (EH) | p |
| 7. from a distant and interesting country (AB) | e |
| 8. not wild (AB) | d |
| 9. tasting very good (TK) | d |
| 10. very old (JB) | a |

Ex. 12. In a relative clause the pronoun we use to introduce the clause depends on what we are referring to. Find the relative pronouns listed below in the texts and underline them. Then in the table below write exactly what each pronoun refers to and decide whether the reference is to *people*, *things*, *times*, or *places*. Some pronouns may be used more than once in the texts.

Pronoun which which	Example ... the Amazon, which is famous for	Refers to ... place
who		
that		
where		
when		
whose		

-ing and -ed adjectives

In English there are many pairs of adjectives ending in **-ing** and **-ed**. They have the same form as the present and past participles of verbs. For example:

bored boring
interested interesting

You should be careful not to confuse **-ing** and **-ed** adjectives because they are used in different ways.

-ed adjectives are used to describe how you feel about something

-ing adjectives are used to describe the thing (or the person) which makes you feel that way.

Ex. 13. Working with a partner, look back in the text and find as many examples as you can of adjectives ending in -ing and -ed. How many pairs of adjectives did you find with both -ing and -ed forms?

Ex. 14. Choose the correct form of the adjective in the sentences below.

a) I hate beach holidays. Just lying in the sun all day is so bored/boring!

b) If you go to Turkmenistan, don't miss Koneurgench. It's an astonished/astonishing sight.

c) Are you interested/ interesting in the culture?

d) The hotel wasn't as good as we expected. We were quite

disappointed /disappointing

e) Being a tour guide is an interested/interesting job but you are always tired/tiring in the evenings.

f) The expedition was fascinated/fascinating but I was exhausted/exhausting when I returned home.

Ex. 15. Write three forms of the following verbs and make up sentences:

to return -

to hate -

to lie -

to astonish -

to bore -

to miss -

to be interested -

to be tired -

to be fascinated -

to travel -

to seem -

to brake -

to catch -

to damage -

to taste -

to excite -

to relax -

to enjoy -

to look -

to cover -

to visit -

to attack -

to love -

to be exhausted -

to stay -

to work -

UNIT 29

THE PAST SIMPLE TENSE

Ex. 1. In the reading text there are several descriptions of natural disasters which happened at specific times in the past. In descriptions of past events like these we usually use the past simple tense. As you know, the regular form of the past simple tense is made by adding – ed to the verb. However, many of the most common verbs have irregular past tense forms (I went, I saw, I was, etc).

Ex. 2. Change the following irregular verbs into past.

have(had)	say ...	blow ...	cut
begin ...	hit ...	tell ...	
strike ...	shake ...	fall...	

Ex. 3. Now, with your partner, practise using the past tense form of these verbs in sentences of your own.

Speech exercises

Today is the 14th of December.

Tomorrow it will be the 15th of December.

Yesterday it was the 13th of December.

T. Was yesterday the 12th of December?

S. No, it was not.

T. Was yesterday the 13th of December?

S. Yes it was.

T. What date was it yesterday?

S. Yesterday it was the 13th of December.

T. Was N. at the office yesterday?

S. Yes he/she was.

T. When was N. at the office

S. He (she) was at the office yesterday.

T. Who was at the office yesterday?

S. N. was.

T. Where was N. yesterday?

S. He (she) was at the office yesterday?

T. Were you at the cinema yesterday?

S. No, I was not. (No, we were not.)

T. Were you at the Institute yesterday?

S. Yes, I was. (Yes, we were.)

T. Where were you yesterday?

S. I was (We were) at the Institute yesterday.

T. When were you at the Institute?

S. I was (We were) there yesterday.

T. Who was at the Institute yesterday?

S. I was (We were).

T. Were L. and M. also at the Institute yesterday?

S. Yes, they were. (No, they were not.)

T. Ask A. if he (she) was at the cinema last night.

Ask him (her) if he (she) was at a concert last night.

Ask B. if he (she) was at the theatre last Sunday.

Ask him (her) if he (she) was in a museum last Sunday.

Ask C. if he (she) was in the library this morning.

Ask him(her) if he (she) was at the dean's office this morning.

.....
Ask B. if A was at the cinema last night.

Ask A. if B. was at the theatre last Sunday.

Ask D. if C. was in the library this morning.

.....
Have you ever been to London?

Were you in London last year?

When were you there?

.....
Do you generally have (your) lunch at 1 o'clock

Yes, I do. (No, I do not.)

Did you have (your) lunch at 1 o'clock yesterday?

Yes, I did. (No, I did not.)

What time did you have (your) lunch yesterday?

I had (my) lunch at 1 o'clock yesterday.

T. Does N. ever have (his) dinner in a restaurant?

S. Yes, he sometimes does. (No, he never does.)

T. Did he have (his) dinner in a restaurant yesterday evening?

S. No, he didn't. (Yes, he did.)

T. Where did he have (his) dinner yesterday evening?

S. He had (his) dinner at home yesterday.

T. What time did you have (your) breakfast this morning?

S. Where did you have (your) breakfast this morning?

- T. What did you do at 8 o'clock this morning?
S. Who had his breakfast at 8 o'clock this morning?
T. What did you have for (your) breakfast this morning?

-
T. Ask M. if he had (his) lunch in a restaurant yesterday.
Ask him if he had (his) dinner at home yesterday evening.
Ask him if he had tea after dinner.
Ask him if he had a walk after dinner.
Ask him if he had breakfast this morning.

-
T. Ask N. if he had to come here early this morning.
Ask him what time he had to come this morning.
Ask him if he had to attend a lecture this morning.
Ask him what lecture he had to attend this morning.
Ask him if he had to go to the dean's office this morning.
Ask him where he had to go this morning.

.....
Do you generally get up early?
Yes, I do. (No, I don't)
Did you get up early yesterday?
Yes, I did. (No, I did not.)
When did you get up yesterday?
I got up early yesterday.
Who got up early yesterday?
I did.

- T. Does N. come to the Institute at 9 o'clock?
S. Yes, he does. (No, he doesn't)
T. Did he (she) come to the Institute at 9 o'clock in the morning?
S. Yes, he did. (No, he didn't)
T. What time did he (she) come to the Institute this

morning?

S. He (she) came to the Institute at 9 o'clock this morning.

T. Who came to the Institute at 9 o'clock this morning?

S. N. did.

T. Do you go to the library every day?
Did you go to the library yesterday?
Who went to the library yesterday?
Where did you go yesterday?
When did you go to the library?

.....

T. Do you study in the evening?
Did you study last night?
What did you do last night?
Who studied last night?
When did you study?

.....

T. Ask L. if he got up early this morning.
Ask him if he went to bed late last night.
Ask him if he came home late last night.
Ask him if he went to the theatre last night.

.....

T. Ask him when he came home last night.
Ask him why he came home so late last night.
Ask L. what time he got up this morning.
Ask him what he did after breakfast.

.....

T. Ask M. if he went to the Caucasus last summer.
Ask him where he went last summer.
Ask him if any of his friends came to him last Sunday.
Ask him who came to see him last Sunday.

Ex. 4. Read the text expressively and retell.

- You know, George, I was at your place last night but

you were out. Where were you?

- I was at the club. There was a very good concert there.

- It's a pity I was busy last night and couldn't come to the club. Were there many people at the concert?

- Oh, yes. All the seats were taken and it was not so easy to get a ticket. I had to stand in a queue for about ten minutes before I could get one.

- Was Nick also at the concert?

- No, he wasn't. There was a meeting at the Institute and he had to be there.

- Will you come to see me to-night?

- With pleasure.

- What did you do yesterday evening?

- First I thought of going to the cinema, but then a friend of mine came to see me and brought me a ticket for the opera. So I changed my mind and went to the theatre instead.

- What was on?

- The Queen of Spades (oýnalýan karta).

- Did you like it?

- Oh, yes, I enjoyed it very much. The singing was excellent. P., who sang the leading part is no doubt a very good singer. He has a beautiful strong voice. And the music is wonderful.

- Where did you sit?

- We sat in the stalls. During the interval Paul joined us, and we went to the refreshment-room to have tea. There we met some more friends and had an interesting talk about Russian music. After the theatre my friend and I went for a walk about the town. The weather was mild and there was plenty of snow everywhere. I like that sort of weather in Ashgabad. And where did you spend yesterday evening?

- My wife was not well and I had to stay at home. We turned on the radio and listened in to some music from Moscow. Late they began broadcasting a concert from Kiev. G. is no doubt a very good pianist, but I don't like the way he plays Chopin (Şopen).

- I see you are fond of music. Do you play the piano yourself?

- Yes, a little (Pointing to a poster) By the way, Michael, do you know anything about that play by Bernard Shaw?

- Yes, it is really interesting. The other day a friend of mine went to see it. It was a full house. The acting, he says, was very good and he enjoyed it very much. V. is a wonderful actor.

Ex. 5. Try to spell and pronounce the following words correctly:

abroad	broadcast
beautiful	busy
business	could
doubt	friend
foreign	listen
often	pleasure
usually	sure
sugar	suit
shoe	school
machine	island

Ex. 6. Make these sentences negative.

1. I was at home last Sunday. 2. We went to the club last night. 3. He was at the office yesterday. 4. He came to the office this morning. 5. There was a concert at our club last night. 6. I saw him in the office this morning. 7. She had to go there yeasterday. 8. It took them much time to do this. 9. We did it yesterday. 10. You were there last summer. 11. They met her at the concert.

Ex. 7. Make the sentences interrogative:

1. You were busy yesterday evening. 2. They had a meeting yesterday. 3. She had to go there early this morning. 4. She was at the theatre last night. 5. There were many people at the club last Sunday. 7. You had an English lesson this morning. 8. They went there yesterday. 9. It took them a long time to get

there. 10. I told you something about it last time. 11. You said something about it. 12. There was a meeting there last night.

Ex. 8. Answer the following questions:

1. Was George at home last night? 2. Where was he? 3. Was there a concert at the club last night? 4. Were there many people at the concert? 5. Was it easy to get a ticket? 6. How long did George have to stand in a queue? 7. Was George's friend also at the concert? 8. Why couldn't he go to the concert? 9. Who came to see Michael last night? 10. Who brought him a ticket for the concert? 11. Where did Michael go last night? 12. Did he go there alone or with his friend? 13. What was on? 14. Did Michael like it? 15. Where did Michael and his friend sit? 16. What did they do during the interval? 17. Whom did they meet? 18. Where did the three of them go? 19. Who joined them there? 20. What kind of talk did they have? 21. What did Michael and his friends do after the theatre? 22. What was the weather like? 23. Why did the other man have to stay at home? 24. How did he spend his time? 25. What does Michael's friend say about the play he saw the other day?

9. Put questions to the missing parts of the following sentences:

1. They were at ... last night. 2. ... were at the concert last night? 3. He was at ... this morning. 4. He was there 5. He couldn't attend the meeting because 6. We couldn't see ... in the garden this morning. 7. There were ... people in the office this morning. 8. ... was there this morning. 9. I had a ... lesson this morning. 10. We had ... lessons yesterday. 11. ... had to go there last Monday. 12. She had her dinner... last Sunday. 13. In the street N., met 14. He did not go to the theatre because 15. ... turned on the radio. 16. They heard ... over the radio. 17. At ... they began broadcasting the news bulletin (soňky habarlar). 18. Last night they broadcast a ... concert from Kiev. 19. She sang 20. Yesterday I

10. Put the verbs in brackets in the correct form:

1. (To be) you ever to England? 2. (To be) you at the theatre last night? 3. (To be) you at home tomorrow morning? 4. (To be) you busy now? 5. (To be) there many people in the library this morning? 6. (To have) you ever lessons in the evening. 7. (To have) you your dinner? 8. Where (to have) you dinner yesterday? 9. When (to have) we our lesson. 10. There (to be) a concert at our club next Sunday. 11. He (to be) never there. 12. When (to be) he there? 13. (To be) he ever late at his office? 14. What time (to be) he there tomorrow. 15. (To have) they to go there last week? 16. When (to have) I to go there? 17. Where (to have) she to go next Wednesday? 18. Who (to have) to go there next week? 19. You often (to go) to the theatre? 20. He (to go) to the theatre last night? 21. They (to go) already. 22. When he (to come) home last night? 23. He never (to come) to see you? 24. I (to come) to see you next Sunday. 25. I (to see) him last Sunday. 26. You (to see) them next week? 27. I (not to see) her since Monday. 28. Where you (to go) now? 29. She not yet (to come). 30. Who (to come) to see you every Sunday?

Ex. 11. Translate into English:

1. Öten ağşam olar talyplar klubyndady. 2. Ol ýerde konsert boldy. 3. Konsertde köp okuwçylar we mugallymlar bardy. 4. Boş ýer ýokdy. 5. Bilet tapmak örän kyndy. 6. Başda men kino giderin diýip pikir etdim, soňra pikirimi üýtgedip teatra gitdim. 7. Siz haýsy oýny gördüňiz? 8. Siz oýny haladyňyzmy? 9. Baş rolda kim oýnady? 10. B. örän gowy aktýor. 11. Orän gowy oýnadylar. 12. Men örän lezzet aldym. 13. Meniň kakam sazy gowy görýärdi we pianinoda gowy çalýardy. 14. Öten ağşam biz radiony açyp saz diňledik.

Tell how you spent your time yesterday.

Tell about your visit to the opera house.

Make up a story about a visit to the theatre.

The verb to «write» in the → Past Indefinite		
I wrote He wrote She wrote It wrote We wrote You wrote They wrote	I did not write He did not write She did not write It did not write We did not write You did not write They did not write	Did I write? Did he write? Did she write? Did it write? Did we write? Did you write? Did they write?

The verb to «be» in the → Past Indefinite		
I was He was She was It was We were You were They were	I was not He was not She was not It was not We were not You were not They were not	Was I? Was he? Was she? Was it? Were we? Were you? Were they?

Ex. 12. Make up sentences with the following words:

- | | |
|-------------------|-----------|
| actor | music |
| opera | piano |
| pianist | pity |
| poster | queue |
| refreshment-room | seat |
| singer | stall |
| voice | excellent |
| strong | wonderful |
| act | broadcast |
| change one's mind | join |
| alone | instead |

THE PAST CONTINUOUS TENSE

We frequently use this tense to describe what was happening when something else happened in the past. So the past continuous is often joined to another clause in the past simple tense. Here is an example:

He was making shoes in his workshop when the explosion happened.

The continuous action (**making shoes**) was 'interrupted' by the second action (**the explosion**).

We form the past continuous tense with the past tense form of the verb to **be** and the «-ing» form of the main verb.

Ex. 13. Examples of the use of the Past Continuous Tense.

1. That morning my friend was coming from abroad and I was going to the air port to meet him.

2. It was about 9 o'clock in the morning. Hundreds of motorcars, buses and trams were running in all directions and the pavements were crowded with people.

3. Thousands of men and women were hurrying to their offices.

4. As I was crossing the road I met comrade N. who was going to the Institute.

5. It was a fine summer day and a hot sun was shining brightly in the blue sky.

6. At the bus stop I saw several people who were waiting for the bus. One of them, an old friend of mine, was leaving for the country to see his wife and children. I knew his family were staying at a country-house that summer.

7. When I entered the bus I saw two more of my friends. One of them was reading a newspaper and the other was sitting quietly at the window looking at a new very tall and beautiful house that we were passing at the moment.

8. There were two old people in the garden in front of the house. The woman was doing something with the flowers

while the man was walking about, smoking his pipe.

9. At the entrance to the airport we saw big buses that were bringing people from town.

10. When we were approaching the airport we saw a big plane coming down on to the field. It was a TU – 154 bringing in people from Sankt-Petersburg.

Ex. 14. T. Ask me.

If I have ever been to London when I was there last if I went to London by train or by plane if I went there for pleasure or business.

What I went there for.

If I had much luggage.

If I went to the station in a taxi or by bus.

If I called a porter when I arrived at the station why I called a porter.

If I had my luggage registered.

What time my train left London.

If anybody came to see me off.

Who came to see me off.

If there are many people on the platform.

What they were doing there.

If I was travelling in a sleeping-carriage.

How many passengers there were in my compartment if I went to bed early.

Who called me when the train was approaching London.

If I had tea or coffee in the morning.

Who brought me coffee. How long it took me to get to London.

What time the train arrived in London.

If anybody met me at the station.

Whom I saw on the platform when the train stopped.

Who carried my luggage to a taxi.

Where I told the porter to take my luggage.

Where I told the driver to take me.

If I stayed at a hotel or with friends.
How long I stayed in London.

.....

T. Ask N.

If he has ever travelled in an aeroplane.

Where he flew last.

When it was.

How many passengers were there on board the aeroplane.

How long it took them to get to Atlanta.

What time the aeroplane took off.

What time they landed in Atlanta.

If they landed somewhere on their way to Atlanta.

If they flew high or low.

If he felt well or bad on board the aeroplane.

.....

T. Ask N.

If he has ever been in abroad.

If he went there by train or by plane.

If he had to change carriages at the frontier.

If he had his passport examined at the frontier.

If he had his luggage examined at the custom-house.

Who examined his luggage at the custom-house.

What luggage the custom-house officers spoke to him.

.....

Ex. 15. Read the text and discuss with your classmates.

It was a busy day for John Billy. In the morning he went to the airport to meet his uncle who was coming from abroad, and then spent part of the day with him, and in the evening he had to go to the railway station to see off his friend Sandy, who was leaving London for a small town in the North to see his old parents. It was still early morning but the airport was full of

life. Big buses were bringing passengers from town. In the hall downstairs passengers were having their luggage weighed and their tickets and passports examined. Porters were taking luggage to a plane which was ready to take off. In the restaurant upstairs Sandy found many people who were having breakfast before getting on board the aeroplane. As soon as the radio announced that a passenger plane flying in from abroad was about to land Sandy and a few more people went out to meet the plane. After making a circle over the airport the pilot landed his machine and taxied it up to a stop. A group of passengers, with Sandy's uncle among them, got out of the plane and walked over to the custom-house to have their luggage examined by the customs officers. The clock on the tower above the entrance to the airport was striking eight as Bill and his uncle left the airport. In the evening when Sandy was packing his suit-case there came a telephone call it was Billy who telephoned to him to say he was coming to the railway station to see him off, and they agreed to meet in the waiting-room. At about half past seven Sandy phoned for a taxi, took up his two suit-cases, and left the house. In the street a taxi was already waiting for him and he told the driver to take him to the station.

The station was not far away, so it did not take him long to get there. When the car stopped Sandy paid his fare and got out. A porter took his luggage and carried it into the waiting-room where Billy stood waiting for his friend. At the far end of the waiting-room there was a telegraph-office and Sandy went there to send a telegram to his parents to let them know that he was coming. Soon the train came in and the two friends went out on the platform. Passengers were taking their seats in the carriages and porters were carrying in their luggage. Billy shook hands with his friend and wished him happy journey. The young man got into his compartment and the porter brought in his suit-case. A few minutes later the train started.

UNIT 30

Ex. 1. Read:

carriage, luggage, passage, village, agree, amuse, announce, approach, arrive, attend.

Ex. 2. Answer the following questions.

1. Where did Billy go in the morning? 2. What did he go to the airport for? 3. Whom did Billy see in the hall downstairs? 4. What were the passengers doing? 5. What were the porters doing? 6. Who was having breakfast in the restaurant upstairs? 7. What did the radio announce? 8. Who went out to meet the pilot? 9. Where did the pilot land his machine? 10. Who got out of the plane? 11. Where did the passengers go? 12. What did they go there for? 13. Where did Billy have to go in the evening? 14. What did he have to go there for? 15. What did he telephone to his friend for? 16. At what time did Billy telephone to his friend? 17. What was Sandy doing at that time? 18. Where did Billy and his friend agree to meet? 19. Why did Sandy call a taxi? 20. What did Sandy do when he arrived at the railway-station? 21. Where did the porter carry his luggage to? 22. What did Sandy go to the telegraph office for? 23. Where was Billy waiting for his friend? 24. Where did Billy and Sandy go as soon as the train came in? 25. Who wished his friend a happy journey? 26. What did Sandy do then? 27. Who brought in his suitcase? 28. When did the train start? 29. What do you like better: travelling by train or by plane? 30. Why?

Ex. 3. Put questions to the missing parts of the following sentences:

1. ... went to the airport in the morning. 2. He went to the airport to ... 3. He arrived at the airport at ... 4. In the hall

downstairs Billy saw 5. The porters were carrying 6. The porters were carrying ... luggage. 7. They were carrying the passengers luggage to 8. In the restaurant upstairs passengers were 9. As soon as the radio announced that a passenger plane was about to land the porters 10. ... passengers got out of the plane. 11. The passengers went to 12. They went there to 13. ... examined the passengers' luggage. 14. The passengers had their luggage examined at 15. In the evening Billy had to 16. He telephoned to 17. He called him up to 18. At about half past seven Sandy 19. He left the house at about 20. He called a taxi because 21. He told the driver to take him to 22. It took him ... to get to station. 23. When the car stopped he 24. ... took up his luggage and carried it into the waiting-room. 25. At the far end of the waiting-room he saw 26. He sent a telegram to 28. When the train came in Billy and his friend Sandy 29. Before getting into the carriage the man showed his ticket to 30. The porter put his suit-case on

Ex. 4. Put the verbs in brackets in the correct forms.

1. The sun (to down) behind a hill when I (to reach) a village which (to be) only a few miles from the sea. 2. The working day (to be over), and the villagers (to come) home from the fields. 3. Along the road two boys (to drive) the cows and sheep in the direction of the village. 4. I (to approach) a group of people (to stand) near the road and (to ask) them if I could (to find) a place in the village to spend the night. 5. An old man (to stay) he was willing to help me out and so he (to take) me to his small house at the far end of the street. 6. A fire (to burn) in the kitchen and a girl of about eighteen (to prepare) supper. 7. Soon the whole family (to gather) in their room and the old man (to invite) me have supper with them. 8. They all (to be) nice people and so I (to have) a most friendly talk with them while at table. 9. After the supper my new friends and I (to go) out for a walk in the garden. The night (to be) warm and the bright moon (to shine) high in the sky. 10. The next I (to get up) very early. The sun (to

come up) from behind the mountains when I (to leave) the village. 11. A strong wind(to blow from the west (to drive) clouds fast across the sky. 12. Dark clouds (to cover) up the sky and it soon (to grow) dark. A heavy rain (to begin) to fall as I (to reach) the small town where I (to live) that summer.

Ex. 5. Translate into English:

1. Biz ertirlik edinip otyrkak, ol maňa jaň etdi. 2. Biz ertirlik edinip köçä çykdyk. 3. Ýüzlerçe ýeňil maşynlar köçede eýläk-beýläk geçip durdy, şol sebäpli biz köçäni kesip geçip bilmedik. 4. Haçanda men köçäni kesip geçip barýarkam, men dostum N-iň muzeýe tarap barýanyny gördüm. 5. Meniň dostum bize institutyň ýanynda garaşýardy. 6. Öten aşşam ýagyş ýagdy, şol sebapli men öýde galdym we meni görmäge gelen dostum bilen küşt oýnadym. 7. Ol siziň ýanyňyza gelende siz name işläp otyrdyňyz? Men gazet okap otyrdym, aýalym bolsa gyz doganyna hat ýazyp otyrdy. 8. Geçen dync günü biz doganymyzy görmäge gitdik. Siz ol ýerik maşynly gitdiňizmi ýada awtobusly? 9. Biz günortanky nahara gijä galmajak bolup maşyny çalt sürdük. Günortan nahardan soň olar бага gezelenç etmäge gitdiler, men we meniň doganym telewizorda futbol gördük.

THE PAST PERFECT TENSE

We use the past perfect tense when we want to show the order of events in the Past. If one action in the past happened before another we can use the past Perfect for the first action and the past simple for the second. Look at these examples:

No one **had expected** the quake, which **struck** at 5.46 am.

Perhaps he **remembered** the disaster which **had destroyed** the city.

In these examples the actions in the past perfect tense (expect, destroy) happened before those in the past simple tense (strike, remember).

We use for the past perfect had + past participle II of the verb. Remember that many verbs have irregular past participle, so check in a dictionary or grammar book if you are not sure.

Ex. 6. Write sentences in the past perfect using the words in brackets.

e.g. (Mary/just/go/to bed) when the earthquake struck.

... Mary had just gone to bed when the earthquake struck.

A) People criticised the meteorologists because (they/not predict/the hurricane.)

.....

b) Rescue workers found the body of a man under a tree (which/tall/on him)

.....

c) (The boy/never/feel/a quake before) so it frightened him.

.....

d) No one was killed in the eruption because (the authorities/already/evacuate/the area.

.....

e) (The volcano/be/inactive/for years) so the experts were surprised when it erupted.

Ex. 7. Ask me.

If I have ever crossed the English Channel. How many times I have crossed the Channel when I crossed the Channel last how long it took me to cross the English Channel.

What the weather was like.

If the sea was calm.

If I felt well while crossing the Channel.

If I stayed on deck all the time.

If I saw many big ships in the Channel.

What was the name of the port where we landed.

If there were many ships there.

What sort of ships I could see there.

If I have ever crossed the Atlantic.

How many times I have crossed the Atlantic.
When I first crossed the Atlantic.
If it was on board an ocean liner.
If I enjoyed it.

Ex. 8. Read and retell the text:

SCHOOL FRIENDS MEET AGAIN

It was some years ago. I was travelling in the Caucasus and had just come to a beautiful place on the Black Sea where I knew Alec, and old friend of mine, was spending his holidays and would be glad to see me. I had not seen my friend for a number of years and now it was the first chance for me to see him again and spend some time with him. Alec K. had left Moscow soon after graduating from Mining Institute he had been working somewhere in the Urals and had become a most experienced mining engineer. From the letter I had received from him I knew he had married Tanya N. with whom I had been in love as a student, and now they had two children, a boy and a girl whose photos he had sent to me. I forgot the exact date when the boy was born but it seems to me he is about the same age as my elder son.

Alec and I were great friends at school and I remember so well the day we both joined the Young organization. Then, after finishing the school we both went to serve in the Army and on our return from the Army he entered the Institute and I went to the University to study history.

Now we met in the hall of the hotel where my friend had reserved a room for me. We dined together and spent a few hours talking. We remembered many of our school friends and also the teachers, some of whom were already dead.

The next morning my friend and I got up very early and went for a walk in the mountains and then came down to the sea and spent some time swimming or lying on the beach. During the next two or three days we went for long walks

along the coast and as I had a good camera I took many photos of the place we visited.

Then the time came for me to go home and my friend took me in his car to Sochi where I had to get on board a big liner that would take me to Odessa and from there, I said, I would go on by train straight to Moscow. By the time we approached Sochi the liner has entered the harbour and for one moment I thought I might miss it, but then everything was all right, and when we arrived at the harbour I still had enough time to find a porter and have part of my luggage registered. Then my friend and I said «good-bye» to each other and I walked up the gangway to my cabin which I had reserved through the travel-bureau at the hotel.

As the liner was sailing out of the harbour I stood on the deck waving to those who remained on land, my friend among them. The sea was calm and I thought I would stay on deck. An hour later I was sitting quietly in a deck chair looking at the waves or watching the ships passing at a distance.

Ex. 9. Read:

receive	remain
remember	repair
report	reserve
return	refreshment-room
regards	relations

Ex. 10. Answer the following questions.

1. Where was Alic K. spending his holidays? 2. Who had just come there? 3. Why had he come there? 4. For how many years had the two friends not seen each other? 5. How many years before had Alec K. left Moscow? 6. Where had he been working all that time? 7. Had he ever sent letters to his friend? 8. Whom had he married? 9. How many children had they? 10. Where had Alec K. and his friend first met? 11. Did they join the Young organization while at school? 12. When did they join the Young organization? 13. When did they go to

serve in the Army? 14. What did they do on their return home from the Army? 15. Had Alec K. reserved a room at the hotel for his friend? 16. How did the two friends spend their first evening together? 17. What did they do the next morning? 18. Did Alec and his friend go for long walks along the coast? 19. Which of them had a good camera and took photos of the places they visited? 20. Why did Alec's friend have to go to Sochi? 21. How did he plan to go home? 22. Why did Alec's friend think at one moment that he might miss the liner? 23. Did Alec's friend want to have part of his luggage registered? 24. What did he have to do before getting on board the liner? 25. What did he do after he had said good-bye to Alec? 26. Where did he stand as the liner was sailing out of the harbour? 27. Why did he think he would stay on deck? 28. How did he spend his time there? 29. Have you ever spent your summer holidays travelling in the Caucasus? 30. Did you enjoy it?

Ex. 11. Put the following sentences in the past:

1. Michael says he has just come back from the Caucasus. 2. He says he has spent a whole month in the Caucasus. 3. He says his wife and he spent most of their time on the beach. 4. Michael says he has visited many beautiful places along the Black Sea coast. 5. He says he took many photographs while travelling in the Caucasus. 6. He says he will show us the photographs he took during his stay at Gagri. 7. Mary says she has just met Michael in the street. 8. She says Michael told her a lot of interesting things about his travels in the Caucasus. 9. Mary says she has never been to the Caucasus. 10. She says she will go there next summer.

Ex. 12. Fill in the blanks with the correct form of the verb 'to say' or 'to tell'.

1. N. ... he was leaving for Odessa next week. 2. He ... me he was going there for ten days. 3. M. ... she had never been to Odessa. 4. She ... not ... me she would go there next month. 5. F. ... us they were staying at a hotel. 6. He ... they would

take a boat and go to Yalta. 7. They ... us they had spent most of the time on deck. 8. V. ... them he had reserved a cabin for himself. 9. He ... the sea was calm and he enjoyed the trip very much. 10. I ... I would meet them in the harbour. 11. I ... my friend I had found a room for him. 12. The clerk ... we could have two rooms and a bath-room.

Ex. 13. Insert the Past Indefinite, Past Continuous, Past Perfect or Present Perfect instead of the Infinitive.

1. He (to be) abroad all this time. 2. (To be) she in England last summer. 3. She said she not (to be) to India. 4. They(to leave) France when he (to be) still a child. 5. I not (to see) George for a long time. 6. When you (to see) him last? 7. The other day I (to meet) Ann in the street and she (to tell) me she not (to see) her brother for a very long time. 8. I not (to see) her since Monday. 9. Where you (to spend) your holidays? 10. While travelling in the Crimea I (to meet) your friend who (to spend) his holidays there. 11. Peter said he (to spend) a month in the Crimea and (to feel) much better now. 12. I (to visit) that place last year. 13. He never (to visit) that place. 14. He told me he never (to visit) that place. 15. I just (to receive) a letter from Robert. 16. This morning I (to see) Michael who (to tell) me he (to receive) a letter from Mary. 17. You (to take) these photographs where travelling in the Crimea? 18. She (to take) the photograph from the wall and (to show) it to me. 19. She said she (to take) this photograph long before she (to go) to live there. 20. I (to sit) in an armchair thinking of my coming trip across the Atlantic, when the door suddenly (to open) and an old friend of mine whom I not (to see) for a long time (to enter) the room. 21. He then asked me if I (to wish) to have dinner with him in the restaurant. 22. The man (to enter) the room, (to take) something from the desk, and (to go) out. 23. She (to come) to see us just when we (to have) our dinner. 24. We (to see) him just as he (to leave) the hotel. 25. I never (to see) him before. 26. While walking on deck I (to see) two girls sitting there. One girl (to watch)

the birds flying over the river and the other (to read) a book. 27. The old man said he (to feel) tired and (to go) away into his cabin. 28. N. (to travel) in the mountains for ten days when suddenly he (to feel) bad and (to wish) to return home. 29. I (to ask) Nick where he (to put) the letter he (to bring) me from home. 30. He (to tell) us they (to go) to stay in Paris for another week or two.

Ex. 14. Translate into English:

1. Siz haçan doguldyňyz? 2. Siz mekdebi haçan gutardyňyz? 3. Ol 20 ýaşynda uniwersitete girdi. 4. Men 1960-njy ýylda instituty tamamladym we howaýollarynda inžener wezipesinde işe başladym. 5. Haçan partiýanyň agzasy bolduň? 6. Siz obada näçe ýyl işlediňiz? 7. Haçan siz inlis dilini öwrenip başladyňyz?

Ex. 15. (1) Alec K. tells us how he spent his holidays on the Black Sea.

(2) N. tells us all he knows about Alec K.

Ex. 16. (1) Describe an imaginary trip across the sea.

(2) Describe an imaginary trip round the world, using all kinds of transport.

Ex. 17. Learn by heart the following irregular verbs by heart:

broadcast	broadcast	broadcast
fall	fell	fallen
feel	felt	felt
forget	forgot	forgotten
lose	lost	lost
mean	meant	meant
pay	paid	paid
sell	sold	sold
swim	swam	swum
throw	threw	thrown

A SHORT FUNNY STORY TO BE READ AND RETOLD:

While in France, Mark Twain once travelled by train to the city of Dijon. He was tired and wished to sleep. So he asked the conductor to wake him up and put him off the train when they reached Dijon.

«I shall probably protest», he told the conductor, «but do not pay attention to that. Put me off the train away».

Mark Twain went to sleep. When he woke up it was night and the train was in Paris. He realized at once that the conductor had forgotten to wake him up at Dijon. He got very angry.

«I have never been so angry in all my life», Mark Twain told the conductor. The conductor replied: «But you are not half so angry as the American whom I put off the train at Dijon».

UNIT 31

STUDING IN BRITAIN

Ex. 1. What is it like to study in a foreign university. Perhaps you have a friend or relative who has studied abroad. Mavluda Ahmedova recently returned from a year at a university in the north of England where she studied Economics. Read this interview with her about university life in Britain and match the interviewer's questions with Mavluda's answers.

- a) What advice would you give to students who are going to study in Britain?
- b) What about British students?
- c) What about the study methods?
- d) Did you have any problems with your students?
- e) Did you like your teachers?

(1). It took me a while to get used to them. We only had about 12 hours of lectures a week and the rest of the time was for private study. So in Britain you have to be able to push yourself. I would say that in Britain about 90% of what you learn depends on you. Our lectures were very interesting but the teachers only gave the main points. Then the students must go to the library and work privately. I also enjoyed the seminars, when we were able to work in groups and to give presentations.

(2). Yes. They were always willing to listen to our opinions and students were never afraid to ask them for help or advice.

(3) Not really, although at first I found British English a little strange because I was more used to American English. But after a week I was fine. Essay writing was also a little difficult because I have not much writing practice.

(4) Most of them had a good attitude to their studies and didn't think only about getting a degree or a diploma. However, I was quite surprised that many students seemed to be more interested in going out in the evenings than in studying. Another thing that struck me was how independent they are of their parents, especially financially. I was surprised how casually they dress for lectures (just jeans and a T-shirt) and the fact that almost all of them owned their own cars. What I liked most about my British friends was their friendliness and politeness. They were never busybodies.

(5) Just be open to all views and make sure that you manage your time very carefully. You'll need a lot of self-discipline.

Ex. 2. Now complete the table below with notes from Mavluda's interview.

teachers
British students.....
problems
advice

Ex. 3. With your partner, discuss the following questions.

- What are the specific features of a British university?
- Which aspects of life in a British university would you like and which would you find difficult or unpleasant.

Ex. 4. The most important week of Peter's three years at Cambridge University is about to begin. His degree hangs on these final exams, so how will he handle them?

The blood is pumping hard inside my head. So hard that for two minutes I can't properly read the questions on the exam paper. But after a few deep breaths, my focus returns.

It's 9 am on Monday and I'm sitting American Law, the first of my final papers. It's optional and only two dozen of us are sitting it, but there is no choice of question. All three must be tackled in just two hours. I've always worried about this paper, though actually it's a relief to get these finals started at last after the nerves of the weekend. Afterwards the general feeling is that all the questions could have been nicer, but they were manageable. I hate exam post mortems, so I don't hang around.

For the past few weeks my life has been work, work and more work. A lot depends on these exams. Everything else has been put on hold. This year I've even given up tennis for work. Last year I played for the university team.

I submitted my dissertation – 12,000 words on cocaine and crime – at the start of term. Now we are only into the fourth week, but you lose all sense of time. The whole place is a bit tense. People like frightening one another. Some boast of doing 15 – or 16 hour days. Others pretend to be very relaxed, but you know they are really the hardest workers.

Studying is a lonely business. For the past few weeks some close pals and I have worked in a group. It helps to discuss common problems and generally encourage one another. But now exams have started and we are all on our own.

On Monday afternoon, after a brief rest, I get stuck into

revision for Tuesday afternoon's paper, **Equity Law**, which is compulsory and probably one of the most difficult. I stick at it until after midnight, when a friend from home calls me on my mobile to wish me happy birthday. I'm 21 today. Unfortunately it's going to be the 'driest' birthday I've had for years. I'm pretending my birthday's in two weeks' time when these exams are over.

On Tuesday morning I'm woken at 7,45 a.m. by a phone call from my father. He's ringing every morning during finals because he is extremely worried I'll oversleep. I sleep like a log and my alarm clock sometimes has no effect on me. About 250 students sit the afternoon paper. It isn't easy, but it could have been much worse.

I thought I liked **European Community Law**, but after Wednesday afternoon's compulsory paper I'm not sure. It's not nice at all. The paper is much harder than I expected. Because tomorrow's an exam-free day, I ease up a bit for the rest of the day, going for a walk, listening to music and soaking in a bath. After a bit more revision, I'm in bed by 11,15.

Criminal Justice and the Penal System is probably my strongest subject. Some people don't like this option because they think it's vaguer than the others, but for me the topic of prisons is one of the most interesting. **But I'm not overconfident, and I spend** all day Thursday mugging up for Friday morning's exams. As it turns out, the paper is friendlier than any we've had.

I can now take the weekend off with a clear conscience because I've got just one compulsory paper to go next Thursday - **Eplanations of Criminal Behaviour**. And Dad's promised to lay off the early-morning calls until Monday.

Ex. 5. Reading comprehension.

Below is a page from Peter's diary for the exam week. In this diary he was written the name of the exam he should take on each day and whether it is a compulsory paper (one which every student must sit) or an optional paper (one

which only certain students have chosen to sit). He has also noted whether each exam in the morning (a.m.) or in the afternoon (p.m.). After each exam he also wrote his opinion of the paper.

Read the text again and complete Peter's diary. Monday's entry has been given as an example.

3 rd Monday	a.m. American law (compulsory)	manageable, could have been nicer
4 th Tuesday		
5 th Wednesday		
6 th Thursday	free	day
7 th Friday		

What about Peter's last exams on the following Sogapgun (Thursday)? What is the name of the paper and is it optional or compulsory?

Ex. 6. For each of the following questions choose the correct answer (a, b or c).

1. Why is the blood 'pumping hard' inside Peter's head (line 4) when he begins the exam on Bashgun (Monday) morning?

- a) because he's feeling unwell
- b) because he can't understand the exam questions
- c) because he's nervous

2. Peter's dissertation is about

- a) criminal justice
- b) narcotics and the law
- c) the law in America

3. What does he mean when he says that this birthday will be the 'driest' for years (line 29)?

- a) he won't get many presents
- b) there has been no rain for a long time
- c) he won't drink alcohol to celebrate

4. During the week of final exams Peter's father rings him in the morning because.
- a) his son is a heavy sleeper
 - b) his son doesn't have an alarm clock
 - c) his son's alarm clock is broken
5. How does Peter find working in a group?
- a) lonely
 - b) helpful
 - c) boring

Ex. 7. Working with words.

PHRASAL VERBS

Match the phrasal verbs from the text with the meanings in the right hand column.

Make sure you look in the text for clues. Line numbers are in brackets.

hang on (2)	start something with enthusiasm
hang around (12)	continue to work hard at something difficult
give up (16)	depend on
get stuck into (25)	wait near a place without a purpose
stick at (27)	stop doing something for a while
ease up (37)	stop doing something which is enjoyable
mug up (43)	stop putting so much energy into something
lay off (47)	study quickly to know the main facts

Ex. 8. Now use the eight phrasal verbs above to complete the sentences below. Make sure you use the right form of the verb.

- (a) His health has improved a lot since he ... smoking.
- (b) The library is full of students ... for their final exams.
- (c) I passed the interview for the scholarship. Now everything ... the English test.
- (d) I'm so hungry, I can't wait to ... my dinner when I get home.
- (e) Don't be late for your meeting with prof. Abidova. She doesn't like to be kept ...
- (f) You might find English grammar difficult at first but if you ... it you'll soon improve.
- (g) The doctor advised me to ... on my office work and spend more time relaxing.
- (h) I've decided to ... watching TV until the exams are over.

The prefix **over-** is used before certain adjectives, verbs and nouns to show that there is **too much** of something. For example, if you are **overweight** you are heavier than you should be and if you **overwork** you work too much and possibly make yourself ill.

In the text there are two examples of words with the prefix **over**. Can you find them? Are they verbs, adjectives or nouns?

Use the following verbs and adjectives with prefix **over** – in the sentences below. The form of the adjectives stays the same, but you may need to change the form of the verbs.

verbs

- overeat
- oversleep
- overwork

adjectives

- overgrown
- overcrowded
- overconfident

- (a) I haven't done any work in my garden for years. It's completely ...
- (b) He was late for the exam because he ...
- (c) It's not good to ... You'll become fat.
- (d) He failed the exam because he was ... and he didn't prepare for it.
- (e) Moscow metro is fast and clean but it's often ...

(f) In Japan hundreds of people die each year because they ... They stay late in the office and never take holidays.

Ex. 9. Idioms.

In the text Peter says that he «sleeps like a log» (line 33). A log is a heavy piece of wood which is often difficult to move. So if you sleep like a log , you sleep very deeply without moving.

Here are some more common idioms connected with studying which you might find useful.

Just before exams Peter was **burning the midnight oil** every night.

Regina was so nervous before the test that she **didn't sleep a wink**.

Rustam looks very tired. I think he's been **burning the candle at both ends**.

Vladimir spends all his time reading books. He's a real **bookworm**.

Now match the idioms with the meanings on the right.

to burn the midnight oil	to be a very keen reader
to not sleep a wink	to go to bed late and get up early
to burn the candle at both ends	to study very late at night
to be a bookworm	to be unable to sleep

Do you think it's a good idea **to burn the midnight oil** before important exams?

APPLICATION FORMS

Ex. 10. Of all the different kinds of writing that you do in English, filling in an applications form for a job or a scholarship is probably the most important. If you are careless in the way you complete the form it could spoil your chances of being accepted. Most employers and scholarship organisations reject candidates who submit

applications which are incomplete or difficult to read.
Here are some hints on filling in forms:

* Read the instructions carefully before you write anything.

* Provide all the information requested. Don't include irrelevant details.

* Make sure that the information you give is accurate. The facts will be checked by the organisation which is offering the job or the scholarship.

* Your English must be neat and without mistakes.

Ex. 11. Of course application forms differ in the kind of information they require but there are certain terms which are common to most forms.

Family name: This is sometimes called your surname.

Other names: These are sometimes referred to as your forenames.

Full name: Your forenames and family name.

Title: All males use Mr. But women can choose between Mrs. (which signals that they are married), Miss (which signals that they are single) and Ms. (which does not signal their marital status).

Date of birth: In Britain the normal order is day/month/year. In the USA the order is month/day/year.

**Citizenship/
Nationality:** These two terms are not exactly synonymous. Citizenship refers to the, country in which you have full rights including the right to passport. It is usually determined by birth.

Nationality refers more to the ethnic group to which you belong. So for instance, you may be of Russian, Uzbek or Kazakh nationality but a citizen of Turkmenistan.

Address for Correspondence: The postal address to which you want the reply to your application to be sent. In the USA this is called mailing address.

Next of kin: Your closest living relative. (Kin is an old-fashioned word means relative).

Language proficiency: Proficiency means skill or ability. Language proficiency usually refers to your foreign language skills.

Referee: A person who has agreed to give a written statement (reference) about your character, your skills and your suitability for the position for which you are applying.

Position: A more formal word for job or post. It refers to the job or position you are in at the moment.

Signature: The way you usually write your name with a pen.

Ex. 12. You may also meet the following expressions in application forms:

Use block capitals Write in BIG /CAPITAL/ UPPER CASE LETTERS

Please print Write in separated letters. Do not use script (joined up letters).

If applicable This refers to something that

may or may not be relevant to you. Ignore it if it is not relevant.

Please tick

z Use the symbol (✓) to select an option

Cronological order In date order or the order in which things happened (the earliest first).

FILLING IN APPLICATION FORM

Imagine that you are applying for a scholarship to study in an English speaking country. Read the application form below and then fill it in, following the instructions. Although this is not a real form it is very similar to those you might meet in future.

Before you start, look at the following pieces of advice:

*** Question 17 is particularly important. Make sure you cover all three of the topic (a, b and c). One paragraph for each would be appropriate.**

*** Be definite about the course you would like to study and how it would benefit you in the future. You will improve your chances if you can show that you have a clear idea about your career and personal development.**

*** Don't try to please the employer or the institution by praising them.**

*** Make sure you mention any relevant work experience you have had and any courses you have attended outside University.**

*** Don't exaggerate your own abilities or experience. Honesty is the best policy!**

SCHOLARSHIP APPLICATION FORM

Please read the questions carefully and type or print your answers in block capitals.

PLEASE
ATTACH HERE
A RECENT
PHOTOGRAPHY
OF YOURSELF

1. Family name Other names
2. Title (please tick) Mr Mrs Miss Ms
3. Date of birth (day/month/year) 4. Place of birth (country and town) 5. Citizenship/ Nationality
6. Sex Male Female 7. Marital status: Single Married Divorced Engaged Separated
8. Number of children (if applicable)
9. Address for correspondence in home country: Name, address and telephone number of next of kin or person in your home country who should be contacted in the event of an emergency (please state relationship)

Telephone number:

Telephone number:

10. Education and training: *Please list secondary schools, colleges and universities attended (in chronological order)*

Dates from-to in months & years	Name & address of institution	Main subjects studied	Qualifications gained	Full/part time

11. Past and present employment. Please list (in chronological order) any work experience you have had, giving dates and main responsibilities. Include any period of military service (if applicable)

POSITION	RESPONSIBILITIES	DATES

12. Proposed future profession in your own country

13. Language proficiency What is your mother tongue?

Other languages: please note that, if selected, your language ability will be tested.
(enter 4 for fluent, 3 for good, 3 for fair and 1 for basic)

Other languages:	Read	Write	Speak	Understand
(a).....
(b).....
(c).....

14. Give precise subject or field of study to be followed during your scholarship. What formal qualification do you hope to obtain at the end of it?

15. List your choice of universities or institutions in order of preference.

16. Please give the name of one referee. It is the responsibility of the candidate to obtain the reference which should be enclosed in a sealed envelope and included with this application form.

REFEREE

Title and name:

Position:

Address:

How long have you known this referee?

What is his/her professional relationship to you?

17. Finally, please state in not more than 500 words in the space provided below

- a) why you wish to study overseas
- b) why you wish to obtain the qualification you give in answer to question 14
- c) how you think you will benefit in terms of career and personal development from obtaining this qualification once you have returned to your home country.

Please also give full details of any particular areas on which you would like to concentrate while overseas as part of your course of study or research. (Please continue on another sheet).

Signature: Date:

Ex. 1. Read the text.

ENVIRONMENTAL PROTECTION



All living things, or organisms, interact with and influence their surroundings. Organism form a network of interconnected environmental systems called biomes. A rainforest is a biome, as is a desert. The branch of a science that studies the way organisms relate to their environment is called ecology.

Natural events such as droughts or fires may damage the environment, but they are temporary disturbances. Given time, the environment will come back into balance.

Humans, however, have had a greater effect on the environment than any other species, and not everything they have done has been good for it.

Since the 1950 s the number of people in the world has more than doubled, and they all need food, water and shelter. The increased demand on natural recources can unbalance

the environment causing problems for other species. Many have become extinct (died out completely) or are endangered.

It is only recently that people have begun to worry about the effect they are having on the environment and have started to think about halting various damaging practices. Should people cut down fewer trees to preserve the rainforests, have fewer children to keep population numbers down, stop driving cars, which pollute the atmosphere. And be prepared to pay more for electricity?

There are no easy answers to these questions. If logging is banned, people who live by harvesting timber will have no income. What gives one person the right to tell another not to start a family or to stop driving car?

Today most people agree that something needs to be done about environment problems. But they do not agree on the solutions.

◆ Vocabulary Notes

environment (n) - surroundings or conditions in which a person, animal or plant lives or operates

interact (v) - act so as to effect each other

interconnect (v) - connect with each other

drought (n) - a very long period of little or no rain fall

temporary (adj) - lasting for only a short time

disturbance (n) - the action of disturbing or the state of being disturbed

balance (ə) - make (something) have a balance of proportions of parts

human (adj) - having to do with human being

species (n) - a group of animals or plants consisting of similar individuals capable of breeding with each other

shelter (n) - a place giving protection from bad weather or danger

increase (v) - make or become greater in size, amount or intensity

demand (n) - a very firm and forceful request

extinct (adj) - having no living members, no longer in existence

endanger (v) - put in danger

halt (v) - bring or come, to a sudden stop

damage (n) - physical harm reducing the value or usefulness of something

rainforest (n) - a dense forest found in tropical areas with consistently heavy rainfall

logging (v) - the work of cutting down trees

ban (v) - forbid officially

harvest (n) - the process or period of gathering in crops

timber (n) - wood prepared for use in building and carpentry

income (n) - money received during a certain period for work or from investments

solution (n) - a means of solving a problem

Ex. 2. Answer the following questions.

1. What is your opinion about the environment?
2. How do our government take care about environment?
3. What science studies the environment?
4. What events may damage the environment?
5. How the human being have had a greater effect on the environment?
6. What needs to be done about environment problem today?

Ex. 3. Make up sentences using the following words and word combinations:

air pollution;

the release of harmful substances into the air;

to be covered with dirt,

smog over the big industrial cities;
hard to breathe,
unhealthy environment,
to preserve the purity of air,
noise and air pollution;
a great number of cars,
water pollution;
dirty rivers;
to pollute water with factory waste,
to influence harmfully;
to preserve the purity of water,
to pollute the sea with oil;
waste of chemical plants;
to poison;
garbage;
planting trees;
green-belt.

Ex. 4. Speak on the topics.

Air pollution

Water pollution

Human influence on the environment

UNIT 33

FLAG IS THE HONOUR OF THE TURKMEN NATION

Ex. 1. Tell more information about our State Flag.

The flag of the Turkmen nation is our honour.

The flag is an important national symbol of our country.

What national values are placed on our State Flag?

February 19, 1992, the State Flag of Turkmenistan was adopted.

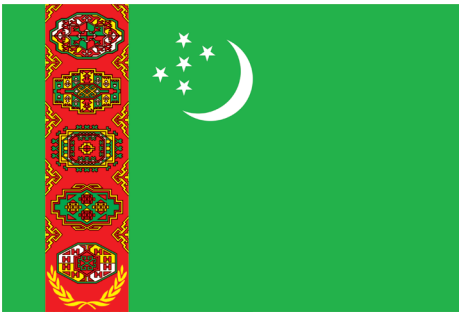
February 19, 1995, we began to celebrate double holidays State Flag Day.

A five pointed star on the State Flag symbolizes the five key elements of the universe: solid, liquid, gaseous, crystalline and plasmic.

The number of stars signify five major conditions of life: light, sound, sense of smell, sense of touch, sense of balance.

Ex. 2. Read the text.

FLAG IS A NATIONAL PRIDE



For the first time in the nation's history, a Turkmen state has been established on the basis of its own moral and national values, and a flag that displays these values has been formed. This is the sign.

OUR FLAG IS SYMBOL NATIONAL UNITY

After centuries, our people have adopted the official flag in harmony with their national character and the traditions of their forefathers and have become the owner of their green flag.

The flag of the Turkmen state has become a source of a national pride. This is the standard that makes our nation proceed and spirits elevate.

The souls of our ancestors have been absorbed into our flag.

The placement of the Turkmen **motifs** on our flag symbolizes the importance of national values and national unity.

On the Turkmen flag are those characteristics we share with our ancestors and their mistakes from which we take lessons.

Ex. 3. Speak about The State Flag Day celebration in our country.

Ex. 4. Make up sentences with the following words and word combinations:

 bless, safe and secure, embrace the fortune, our generations,

 wave, become prosperous, be renowned, ancestors, sincere wish, pass way, proper and lawful, national values, national.

UNIT 34

FOOD AND HEALTH

Ex. 1. How much do you know about food and health? With your partner take turns to ask and answer the questions below. Make a note of each other's answer's.



a) Which of the following contains a lot of protein which helps our bodies.

bread

meat

fruit

water

b) Which of these gives us the most energy?

rice

fish

eggs

tea

c) Which is the most fattening?

beans

honey

bread

peanuts

d) Which food provides us with the most vitamin C?

butter

potatoes

fruit

chocolate

e) Which of these can cause long term damage to our health if we eat too much?

fatty food

frozen food

fresh food

dried food

f) Which of these can lead to high blood pressure if we have too much?

tea

melon

oranges

salt

Discuss your own diet with your partner and consider whether your typical diets are healthy or unhealthy.

Ex. 2. Before you read the text about British eating habits see if you can predict some of the words (verbs, nouns and adjectives) which you will find in the text. Write your predictions below.

verbs	nouns	adjectives
.....
.....
.....

Ex. 3. Now read the text and find out how many of the words you predicted above actually appear in the text.

In Britain, breakfast is usually eaten between 7 and 8 o'clock in the morning. Traditionally, it consists of a hot dish

such as sausages, bacon and eggs, preceded by cereals and followed by toast and marmalade. Although many hotels still offer this kind of cooked breakfast, at home most people prefer a lighter meal to start the day nowadays, a typical breakfast might be a bowl of cornflakes and a cup of tea or coffee or a boiled egg and a piece of toast with a glass of fresh orange juice. Not only is this type of light breakfast healthier but it also takes only a few minutes to prepare and eat, something which is very important for busy working people.

The meal eaten between midday and about 2 pm is usually called lunch. For most people this is a light meal, often eaten at their workplace, which could be a hot-dog a few sandwiches or a baked potato. People have only 30 or 40 minutes for lunch so they often buy pre-cooked 'convenience' food. As the name suggests, convenience food is very quick and easy to prepare since it only needs to be heated on a stove or in microwave oven. Over sixty per cent of British homes now use a microwave oven for cooking and many offices also have one for employees to use. Sunday lunch is very different. This is the traditional time when all the family can relax and enjoy a meal together. A typical Sunday lunch consists of roast beef and potatoes, boiled vegetables (such as carrots or peas) and gravy (a thick brown sauce made with the juice from the meat). It is usually followed by a sweet pudding or pie.

Dinner is the main meal for most families. It is eaten between 6 and 8 o'clock in the evening and consists of two courses: meat or fish and vegetables, followed by a dessert or pudding. Many families prefer to eat take-away food for dinner instead of cooking. The traditional take-away food is fried fish and chips eaten with salt and vinegar. In recent years American style 'fast-food', especially hamburgers, has become very popular. Most towns and cities have restaurants specializing in food from other countries such as Chinese and Indian dishes, Turkish kebabs and Italian pizzas.

As well as being the most popular drink in Britain, tea is also the name of a light meal eaten between 4 and 5 o'clock. It

generally consists of a few pieces of bread and butter with jam, cakes or biscuits, and hot tea. Of course, working people have no time for this meal but they do often have an afternoon 'tea-break' when they drink a cup of tea or coffee. Some families, for whom lunch is the main meal of the day, also eat a light meal called supper, in place of dinner. This is usually eaten between 7 and 8 o'clock and could be something like cheese on toast, a slice of pizza, or a bowl of soup.

Since the 1970s the eating habits of British people have changed. Doctors and nutritionists have advised people to eat less fatty food and more food like fresh fruit and vegetables, which contain a lot of fibre. Too much of either in our diet can lead to heart problems, whereas fibre is helpful in keeping our stomachs healthy. Experts have also warned against eating too much salt, which can lead to high blood pressure, and sugar, which damages our teeth. Overeating is also a problem for many people and about forty per cent of British adults are overweight. One reason for this is that many people eat snacks like crisps, sweets and biscuits between meals. In fact, snacks are the fastest growing sector of the food industry. Not surprisingly, another fast growing sector is slimming food – special food with fewer calories for people who want to lose weight.

Ex. 4. Match the meals on the left with the time when typically British people eat them:

breakfast	4-5 pm
lunch	7-8 pm
tea	6-8 pm
dinner	7-8 pm
supper	12 noon - 2 pm

Ex. 5. Decide whether the following statements are true (T), false (F) or not given in the text (NG).

a) The traditional British breakfast is healthier than the modern breakfast

- b) Convenience food is more expensive than fresh food
- c) More than half of all British families cook with a microwave oven
- d) Sunday lunch is traditionally a light meal
- e) Peas are vegetables
- f) A dessert is a dish eaten after the main course ...
- g) Coffee is now more popular in Britain than tea ...
- h) More than half of British adults are overweight ...
- i) Eating low calorie food can help overweight people reduce
- j) Slimming food is the fastest growing sector of the British food industry

Ex. 6. The final paragraph of the text mentions that different types of food can affect our health. Complete the table below with information from the text.

Food containing ...	Effect on Health
fat	can lead to heart problems
fibre	
salt	
sugar	

Ex. 7. Guessing the meaning of words.

Use clues in the context and in the forms of the words themselves to guess the meaning of the following words and phrases from the text. Don't look in the dictionary until after you have made your guesses!

- convenience.....
- stove
- pre-cooked.....
- nutritionists.....
- snacks

Ex. 8. Look back in the text and find different types of food which match the definitions below:

- a) small pieces of meat cooked and served on a metal rod.....
- b) a type of jam made from citrus fruit (especially oranges)
- c) a sausage eaten in a bread roll.....
- d) a liquid with a very sharp taste used with certain foods.....
- e) long thin pieces of fried potato (called French fries in the USA)
- f) thin slices of potato, fried, dried and sold in packets (called chips in the USA)
- g) chopped beef eaten in a bread roll with fried onion.....

Ex. 9. Countable and uncountable nouns and partitives

The two biggest group of nouns are countable and uncountable nouns. Most countable nouns are words for separate things which can be counted such as:

eggs books students meals

Uncountable nouns are usually things which are quantities rather than separate items such as:

milk sugar time meat

There are uncountable nouns in English which may be countable nouns in your own language. These include:

information equipment advice research
furniture progress news homework

Uncountable nouns have no plural form. They can be used without a determiner or with one of the following words:

some little much more enough any no

You can specify certain quantities of uncountable nouns using partitive phrases such as:

a piece of advice some chunks of cheese
three items of furniture

Ex. 10. Correct the following sentences where necessary. The first has been done for you.

a) I received a bad news this morning.

I received some bad news this morning.

b) Do you like rice.

.....

c) The doctor gave me some advices about my diet.

.....

d) For breakfast I usually eat two pieces of toast.

.....

e) Do you take milk in your tea?

.....

f) The article contained some useful informations.

.....

g) Are there many furnitures in your office?

.....

h) I have made some progress in my research.

.....

i) How many eggs do you need to make an omelette?

.....

j) Factories in Turkmenistan are now using advanced modern equipments.

.....

Ex. 11. Partitives with food and drink.

Many words for food and drink are uncountable nouns.

For example:

bread cheese sugar coffee milk meat oil yoghurt.

If you want to talk about particular amounts of these, you usually need to use a partitive phrase such as:

a piece of a slice of a bit of a drop of

You can also use measurement nouns (litre, kilogram (kg), gram (g), etc) in partitive phrases to refer to an amount of something. For example:

1 litre of milk 2 kgs of strawberries 200 g of meat

These partitives can be used with both countable and uncountable nouns.

When you want to refer to the container in which the food is served or sold you can also use a partitive phrase such as:

a cup of tea a bowl of cornflakes a bottle of wine
a bag of crisps a tin of peas a packet of biscuits

As these examples show, these partitives also can be used with both countable and uncountable nouns.

Partitive phrases are not only used with food and drink. For example:

a tin of paint a bottle of ink
a bucket of sand a square metre of carpet

Ex. 12. In the text about British eating habits you read about the traditional Sunday lunch of roast beef, vegetables and gravy. Traditionally this is served with Yorkshire Pudding. This dish, which originated in the northern English country of Yorkshire, is not sweet like most puddings. It is simple but delicious mixture of eggs, flour and milk.

Read the recipe below for traditional Yorkshire Pudding.

Ingredients

300 grams of flour

$\frac{1}{2}$ teaspoon of salt

$\frac{1}{2}$ cup of milk

2 eggs

$\frac{1}{2}$ cup of water

Method

1. Preheat the oven to 175°C.
2. Put the flour and the salt into a bowl and mix.
3. Make a hole in the centre of the mixture, pour in the milk and beat until soft and light.
4. Add the eggs and beat them into the mixture.
5. Add the water and beat until large bubbles rise to the surface.

6. Leave the mixture to stand for 1 hour in the fridge and then beat it again

7. Pour the mixture into an oven dish greased with some melted butter and bake for about 30 minutes.

8. Serve the pudding at once with roast beef, vegetables and gravy.

Ex. 13. This recipe illustrates some general points about the way recipes are written.

* They usually contain two sections: ingredients and method.

* Verbs are mostly in the imperative form to make the instructions clearer.

* The verbs used are appropriate. For instance bake and beat have precise meanings in cookery.

* Numbers are used to order the stages of the method and make them easier to follow.

Ex. 14. The text about British eating habits contained several examples of adjectives formed from verbs which describe the way a certain kind of food has been prepared. Match these words and five more which do not appear in the text with the Turkmen translations on the right.

- | | |
|---------------|---|
| (1) cooked | (a) gowyrulan |
| (2) boiled | (b) demlenen |
| (3) fried | (c) bişirilen |
| (4) roast | (d) tamdyrda ýa-da duhowkada bişirilen (çörek ýaly) |
| (5) baked | (e) gaýnadylan |
| (6) steamed | (f) kakmaç |
| (7) dried | (g) kebap edilen |
| (8) smoked | (h) tütedilen |
| (9) barbecued | (i) tamdyrda ya-da duhowkada bişirilen (et ýaly) |

15. Puzzle corner.

A rhyming riddle

See if you can solve the riddle below:

My first is in tea but not in coffee

My second is in candy but not in toffee

My third is in meat but not in fish

My fourth is in spoon but not in dish

My fifth is in beans but never in peas

My sixth is in yoghurt though it isn't in cheese

My seventh is in cream yet not in butter

My whole is a word opposite in meaning to another

SOLUTION

UNIT 35

Ex. 1. Read the following words:

bare , bar , dare, darling, during; car, care, curse, curious; serious, cereal, verse, severe, sphere; share, chair, fare, far, future, fur, furious; person, period; mere America; mixture, gesture, jersey.

Speech exercise

There is a book on the table. - There is no book on the table.

Is there a book on the table? - Yes, there is (No, there isn't).

What is there on the table? - There is a book on the table.

Is there any chalk on the table? - Yes, there is. There is some chalk on the table (No, there isn't. There is no chalk on the table).

T. There is a book on the table.

There is no book under the table.

T. Is there a book on the table? **P.** Yes, there is.

Is there a book under the table. No, there isn't.
What is there on the table? There is a book on the table.

- T. Is there a map on the wall?
What is there on the wall?
Is there a box under the table?
What is there under the table?
Is there a flower on the table?
What is there on the table?
Is there a wireless in this room?
Is there a sofa in this room?
Is there a picture on that wall?
.....

- T. Is there a table in the dining- room?
Is there a big clock there?
Is there a bookcase in the office?
Is there a wireless there?
.....

- T. There is some chalk on the table?
There is no chalk in the box.

- T. Is there any chalk on the table?
S. Yes there is some.

- T. Is there any chalk in the box?
S. No, there isn't.

- T. What is there on the table?
S. There is some chalk on the table.

- T. Is there any ink on the table?
Is there any paper in the bag?
Is there any salt there?
Is there an apple in that box?
.....

Ex. 2. Translate into Turkmen.

1. There is a picture on the wall. The picture is on the wall.
2. There is no lamp over the table. The lamp is not over the table. It is on the table.
3. The bed is not in this room. There is no bed in this room.
4. The big clock is in the dining-room. Is the large sofa also there? No, it isn't. There is no sofa there.
5. Is the wireless in that room? Is there a wireless in that room?
6. Where is the bookshelf? What is there on the bookshelf?
7. The bookcase is in the library. Is there a bookcase in the office?

Ex. 3. Translate into Turkmen:

My favourite writer is Magtymguly, his father's name is Azadi, Azadi was an educated man, Azadi did his best to give his son an education, he took him to the Idris-Baba medresa, Magtymguly continued his education in Bukhara, Magtymguly wrote many beautiful poems. He wrote about his people's dreams, he described the hard life of the poor Turkmen people.

MY FAVOURITE WRITER

My favourite writer is Magtymguly. He was born in Hajigovshan near the Gurgen river in about 1724. He spent most of his life near the Etrek and Gurgen rivers.

His father's name was Azadi. Azadi was an educated man and a famous poet of the 18th century. His poet «Vagzy – Azat» is well-known in the history of the Turkmen literature.

Azadi did his best to give his son an education. In the 18th century there was no good medresse in Etrek, Akhal or Mary, so he took his son to the



Idris-Baba medresse in Khalach. After that Magtymguly continued his education in Bukhara. But he did not like medresse in Bukhara, so he went to Khiva. There he continued his education in the most famous medresse of Shirgazi.

Magtymguly wrote many beautiful poems. In his poems he described the hard life of the poor Turkmen people. He wrote about his people's dreams. He often said that the poor Turkmen people would live happily, that all the people would be brothers.

Everybody listened to his poems with great interest and love. Before nobody could read Magtymguly's poems in Russian.

But today millions of people read Magtymguly's poems in Russian and many other languages of the world.

4. Tell about:

1. The place where Magtymguly was born.
2. Magtymguly's father.
3. Magtymguly's education.
4. Magtymguly's poems.
5. Celebrating Magtymguly's birthday.

◆ Vocabulary Notes

favourite (adj) - preferred to all others of the same kind

educate (v) - give intellectual or moral instruction to

famous (adj) - known about by many people

medresse (n) - religious school

dream (n) - a series of images and feelings

Ex. 5. Put necessary words:

1. He was born in ... near the ... river in about 2. His father's name was 3. There he continued his ... in the most famous medresse of Shirgazi. 4. In his ... he described the hard life of the poor Turkmen people. 5. Everybody listened to his poems with great ... and love.

Ex. 6. Read and compare.

Magtymguly, köňle gaýgy getirme,
Bu bir iş wagtydyr, özün ýitirme,
«Sözüm aňlan ýok» diýip, ümsüm oturma,
Jahan giňdir, çenden bilen-de bardyr.

Magtymguly, don't let sorrow touch your soul,
It's a matter of time, don't be upset,
Don't fall silent, don't think
Nobody is heeding you.
The world is spacious, once you'll have
listeners too.

UNIT 36

Table 1

«TO BE ABLE» IN THE FUTURE INDEFINITE TENSE

I we	shall (shan't)		
He (she) you They	will (won't)	be able	to do it tomorrow to translate this article tomorrow to repair the radio-set alone to practice this text in the laboratory
Shall	I we		
will	He (she) you They		

Table 2

**TO HAVE + INFINITIVE IN THE
FUTURE INDEFINITE TENSE**

I we	shall (shan't)		
He (she) you They	will (won't)	be able	
Shall	I we	have	to do it tomorrow to work in the garden tomorrow morning to rewrite the text to help them
will	He (she) you They		

Table 3

I we	shall (shan't)			
He (she) you They	will (won't)	go to the country go for a walk work in the garden play tennis have dinner in the garden		It is hot. the weather is fine
Shall	I we			Peter comes it doesn't rain (it rains). the sun shines.

will	He (she) you They		If when	
------	-------------------------	--	------------	--

Ex. 1. Study Substitution Tables a 1-3 and compose as many sentences as you can.

Ex. 2. Change each of these sentences using the Future Continuous:

1. At 10 o'clock he was still working at the laboratory.
2. My friend was preparing for her written test when I came.
3. Were you waiting for me at the station at 8 o'clock in the morning?
4. Was his friend giving a lesson at 5 o'clock?
5. My nephew was repairing our vacuum-cleaner at 7.
6. My uncle was listening to the news when I went to bed.
7. My aunt was knitting the whole morning.

Ex. 3. Write questions to the parts of the sentences in bold type:

1. He will begin his lectures **next month**.
2. My brother will go **to India** for six months.
3. My sister will go to the South **because of her child's illness**.
4. It will take me **20 minutes** to get to her house.
5. I shall be waiting for you **at the station**.
6. It will take **two hours** to build this theatre.
7. It was snowing hard **when I got up this morning**.
8. I shall be able to translate this article **next week**.
9. He will see her at **9 o'clock tomorrow**.
10. I shall get up tomorrow **at 6 o'clock**.
11. He will stay in the country **for two months**.
12. I shall be able to go to the canteen **after the lessons**.
13. I shall have to repair my aunt's iron **tomorrow**.
14. I shall be having dinner **soon**.

Ex. 1. A DROP OF WATER – A GRAIN OF GOLD

Every year on the first Sunday of April we celebrate «A Drop of Water – a Grain of Gold» holiday. Water plays a great role in the agriculture of Turkmenistan, because the climate here is very dry. The sun shines approximately 7 months a year, but sometimes even more. So «A Drop of Water» is a Grain of Gold in our country.

There are rivers in every velayat. They are: Garagum, Amyderya, Murgap, Tejen, Etrek and others. Their water is used for irrigation of soil to assist in the production of crops. The water is used to increase the yield of such crops as rice, wheat, cotton, garden flowers and vegetables.

The state programme for the development of the population's water supply is related to the solution of the issue on providing the country with pure drinking water. The water drinking plants were built in every velayat.

The idea of the first President of Turkmenistan Saparmyrat Turkmenbashi was to collect salty waters from all over Turkmenistan through drainage system and to create a lake in the North of the Garagum desert, which is called Turkmen Kol. It will be 3,460 square kilometers.

Ex. 2. Answer the following questions.

1. «When do we celebrate» A Drop of Water a Grain of Gold holiday?
2. What is the climate of Turkmenistan?
3. What rivers in Turkmenistan do you know?
4. What is the programme of the government of Turkmenistan?
5. What is the idea of the first President of Turkmenistan?

Ex. 3. Read and retell the text.

Anyone who flies over Turkmenistan, from that bird's eye view, will see that a great number of cities were built in ancient times in all corners of the country.

If you look from above, you can see fertile lands, agricultural lands. Wherever you look, you can see irrigation canals.

Today we cultivate approximately two million hectares of the Turkmen land. But our ancestors cultivated more than that. Irrigation canals, dams, man-made pools, and artesian wells refresh our territory in Kesarkach, Balkan, Dehistan, Misserian, Haweranplateau, Merv, Amul, Urgench and Etrek Gurgun. These canals are signs that Turkmen hold life important and Turkmen are hard working.

There are wells 200-300 meters deep in the Turkmen land like Dehistan, Misserian, Ahal, Garagum, and in the deserts along the Lebap shores. Today almost all of them still supply the water needs of our people.

Our ancestors managed to reach the underground spring waters by digging wells in the sands and building walls from desert plants and vegetable fibre in an era when there were no facilities like there are today. Those wells are very deep as if they **extend** into the deepest parts of the ground. Turkmen call those wells «Yyldyzboyly» as a reference to the great depth. Here is a sign of the love of the Turkmen nation for life!

It is not difficult to see that Turkmen people need thousands of wells to live at ease, if you consider that ninety percent of the land of Turkmenistan is desert. Our ancestors dug that number of wells because they were well aware of the value of a comfortable life. They sank wells in the **arid lands** to collect the water accumulated underground and they used the water through all seasons. Our ancestors grew melon, watermelon, sesame, lentil and more on these arid lands. They sowed wheat and harvested it. They built great cisterns where they had gathered the winter snows. Then,

they covered them with the branches of trees and sand and saved the water for use in summer.

By building tunnel, some kilometers in length, from the mountains to the fertile lands, they managed to carry water from the mountains to the cultivable lands. These tunnels were complex irrigation systems.

The tunnels were built at the foot of the mountains. With these tunnels, there were wells, each 30-40 meters deep. Our ancestors managed to transmit the brilliant water from the bare, **arid, barren** mountains to the **fertile** lands.

◆ Vocabulary Notes

corner (n) - a place or angle where two or more sides or edges meet

fertile - fruitful, productive

arid - dry, unwatered, waterless

irrigate (v) - supply water to (land or crops) by means of channels

canal (n) - a waterway cut through land for the passage of boats or for conveying water for irrigation

agriculture (n) - the science or practice of farming

hectare (n) - a unit of area, equal to 10,000 square metres

well (n) - a shaft sunk into the ground to obtain water, oil, gas

dig (v) - an act of digging

depth (n) - the distance from the top or surface down, or from front to back

arid (adj) - very dry

cistern (n) - a water storage tank

Ex. 4. Make up sentences with the following words and word combinations:

ancient times, bird's eye view, fertile lands, to cultivate, hard working, spring waters, depth, to be well aware, value,

to live at ease, arid land, to sow wheat, to build cistern to dig wells, cultivable lands, irrigation system.

Ex. 5. Learn the following words and word combinations:

fertile lands, agricultural lands, cultivate approximately, arid, barren, bare lands; to plant greenery; to keep the greenery fresh; to protect, to pollute with fumes; to take care of the plants; to keep clean; to preserve healthy and clean environment, recycle wastes, to use organic compost, unleaded gasoline, lead free gasoline, make new products from old, radioactive materials, affected by radiation, poisonous oil, oxygen to breathe, factory chimneys, smog, chemical pesticides, chemical weed killer, ozone layer, stratosphere, aerosol sprays, air conditioning units, ultraviolet rays, carbon dioxide, greenhouse effect, endangered by floods.

Ex. 6. Speak about «Gok Gushak» programme.

UNIT 38

Ex. 1. Translate and make up sentences with the following word combinations:

to pay attention to
to play an important role
to be rich in
in accordance with
to work with enthusiasm
to achieve the goals
to implement in
is paid

is being bored
will be reached
has already been extracted
is planned
have already been accomplished
are being discovered
will be installed

Ex. 2. Read the text.

Oil and Gas extraction in Turkmenistan.

Our country is rich in deposits of oil and natural gas. Our President, paid much attention to developing of the oil and gas branch, to increasing of the volume of extracting and processing of raw materials.

The development of the industry extracting and processing oil and gas is one of the priorities of National programme. In accordance with the programme extraction of gas will reach 120 milliard cubic metres in 2010. Extraction of 240 milliard cubic meters of gas **is planned** till the end of 2020.

The gas workers of our country work with great enthusiasm to achieve these goals. New gas fields **are being discovered**. The new well **is being bored** in the Garagum desert beyond Unguz, Yoloten, Sakar.

The depth of this well, which **is situated** in the Bowrideshik gas-field, will reach 5 thousand meters. According to the information there is a rich gas field there. The gas in the upper layers **has been extracted** during the previous years.

The specialists from the Ojak boring of the new well. Not long ago they finished boring super deep well in the Nurygyr gas-field. Then the boring instruments reached the depth of 4500 meters.

At present the new investment project on increasing the number of explored deposits of the fuel raw materials **is being implemented** in the gas fields of the country.

Additional explorations **have already been accomplished** in north Nayyp, Balguyi, and Bagaja. New deposits of gas **have been discovered** there. New modern machinery and equipment **will be installed** in the old gas-fields to increase the extraction of gas. It will considerably increase the extraction of gas.

Ex. 3. Answer the following questions.

What did the first President pay much attention for?

What goals have already been achieved?

What is planned till the end of 2020?

Where did they bore new wells of gas?

UNIT 39

Ex. 1. Read the text about Akhalteke horses and make up questions. Pay attention to the facts in bold type.

AKHALTEKE HORSES

The world today is home to more than **250 breeds** of horses cultivated by man over many centuries. The Akhaltekin breed stands apart as the patriarch of horse-breeding. It took more than three millennia to produce this breed. The exact date of the Akhalteke breed's first appearance is not known, but the earliest mentions go back to the **4th – 3rd century AC**. Bucephalus, the favourite horse of **Alexander the Great**, was Akhalteke.

The Akhalteke oasis, where the famous racing horses originate, is located between the Kopetdag mountain range and the Garagum sands **from Mary to Bakharden**. Teke were both crop growers and soldiers, who protected



their lands. **The slim and speedy** Akhalteke were meant **for combat as saddle horses**. This is their most distinctive and unique trait.

The proud and independent Turkmens have created the breed **over centuries**. Breeding secrets were passed down **from father to son**. The horse was their first and closest friend. The Akhalteke

horses could cover almost without food and water large distances in the desert.

They were swift, steadfast, deeply attached to their master, wary with outsiders, admirably pure-breed and beautiful.

Modern Akhalteke horses inherited their **ancestors' best traits**.

Ex. 2. Answer the following questions.

1. How long did it take the people to produce the Akhalteke breed?
2. Is the exact date of the Akhalteke breed's first appearance known?
3. Where is the Akhaltekin oasis located?
4. Characterize the Akhaltekin horses.

Ex. 3. Translate the following into Turkmen. Retell the text.

Breeds of horses, cultivated by man, patriarch of horse breeding, exact date of the appearance, Akhaltekin oasis, protected their lands, crop growers, slim and speedy, unique trait, breeding secrets, first friend and closest friend, inherited

from their ancestors, passed from father to son, deeply attached to the master, to cover large distances, admirably pure-breed.

Ex. 4. Speak about beautiful Yanardag, whose portrayal decorates the Turkmenistan emblem, is a standard of the oldest breed.

Ex. 5. Translate these phrases into English. Pay attention to the use of 'like'.

Ýyldyrym ýaly, jennetde doglan, meniň buýsanjym, Türkmeniň ruhy, ruhuň göterilýär, at çapşyklary, dünýä haýran galýar, owadan düýş ýaly, ýörüşiň jadyly, jennetiň guşy ýaly, çäksiz möçberde, ot ýaly ýanýar, toýnagýň ýyldyz ýaly öwüşgin atýar, meniň könlüm guş ýaly uçýar.

UNIT 40

Ex. 1. Read the text, retell and make up questions to the text.

A TALK ABOUT EDUCATION IN BRITAN

Yesterday at Form 9 I had an English lesson. Jennet Nurgeldiyeva, the English teacher, said, «This year you have learned a lot about the United Kingdom. You know something about its geography, about the traditions of the populations, about places of interest. You also know who are the masters of the country».

Suddenly Aman Geldiyev put up his hand and asked, «What do English people themselves know about their country?»

«Well, I am sure that a person living on the British Isles will know as much as you do, or perhaps even a little more».

Aman smiled to hear this and so did the class. Then Jennet Nurgeldiyeva went on. «The interests of the working people in a capitalist state, as you know, are defended by proletarian working – class parties. In Britain, the Communist Party is in the vanguard of the struggle for a better future, and its active assistant in this work is the British Young Communist League. There are many interesting things about Great Britain which we haven't discussed yet...».

At this moment Maya Allayarova was quick to ask, «Will you tell us something about English schools, please?»

«Oh that is a very good question! Well, in England children begin to go to school when they are 5 years old. They leave secondary schools at the age of 16 to start work. If they want to go to the university they continue their study until they are at least 18. Higher education costs a lot and only a smaller part of the students get scholarships».

«Do parents have to pay for their children's education?» asked Asat Muradov.

«Well, there state schools which are free and public schools, most of them are for boys, where the parents pay for their children's education. There are private schools too...».

«But public means for all!» said Leyla Seyidova.

«Yes, that's right» smiled the teacher. «But although the name is public, those schools are not for many. They prepare their pupils for the universities and for work in the government of the country».

«You said that the state schools are free. Does it mean they are better?», asked a pupil.

«Oh, certainly not. Many of the state schools are not so good as the private ones. Their classes are too large and the teacher too few to pay personal attention to each pupil.

In public schools are small and the number of teachers is large. Those parents who send their children to public or private schools use their money to buy smaller classes, and better teachers».

«And what about higher education for state school students?» came another question.

«May I answer that question?», asked Gozel Geldimuradova. «I've read something about it».

«Yes, please tell us what you've read», said Jennet Nurgeldiyeva.

«Some years ago there was only one type of state schools which prepared pupils for the university. It was the grammar school.

At the other state schools only trades were taught. That's why four-fifth of 16 year old school leavers had to begin working after leaving school. But now there are also comprehensive schools which teach all subjects, and pupils decide which subjects they will study».

«Yes, that's right», said the teacher.

Ex. 2. Use the facts below to tell about education system in the USA and Great Britain.

EDUCATION IN BRITAIN AND THE USA

UK

3 - 4 years old:	Nursery school, playgroup or kindergarten
5 - 6 years old:	Infant school of primary school
7 - 11 years old:	Junior school of primary school
12 - 16 years old:	Secondary school
17 - 18 years old:	Sixth form college
19 - 21 years old:	University or Polytechnic (1 st year (fresher), 2 nd year, 3 rd year (final) year)
22 - 23 years old:	University (postgraduate)

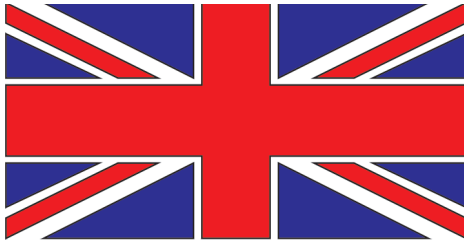
USA

3 - 4 years old:	Nursery school
5 years old:	Kindergarten

6 - 11 years old:	Elementary school (1 st - 6 th grades)
12 - 13 years old:	Junior High School (7 th - 8 th grades)
14 - 17 years old:	High School (9 th - 12 th grades)
18 - 21 years old:	College (freshman, sophomore, junior, senior)
22 - 23 years old:	Graduate School

Ex. 3. Retell the text.

THE BRITISH ISLES



Here is the map of the British Isles. On the map we can see England, Scotland, Wales and Ireland. The name of this part of the Ireland is England. London is the capital of England. It is also the capital of United Kingdom.

Some parts of England are really beautiful. There are many lakes, rivers, hills and mountains in England. But the mountains are not very high.

The Cheviot Hills are in the north of the country. South of the Cheviot Hills you can see the Pennines. West of the Pennines you can see the Cumbrian Mountains. There are a number of beautiful lakes in these mountains. The name of this part of the country is the Lake District.

This is Wales. There are many hills and mountains in Wales. Here is a big mountain. Its name is Snowdon. It is 3560 feet high.

There is much coal in Wales. It is one of the big mining districts in Britain. In the towns and villages of Wales you can see thousands of miners.

Britain is an industrial country. There are a lot of factories and mines there. Birmingham and Coventry are towns of the big industrial centers in England. Sheffield is a centre of the steel industry, and in Manchester there are many textile factories. West of Manchester is Liverpool. It is one of the big ports on the west coast of the island.

Glasgow is a very large city in Scotland. It is also a large sea port and a big ship-building centre. Edinburgh is the capital of Scotland. It is near the east coast of the country.

Oxford, Cambridge and Edinburgh are university towns. You can find a great number of students there.

Dublin in Ireland is also a university city. Belfast is a big city of Northern Ireland.

LONDON

Great Britain is a capitalist country. In Great Britain, as in any other capitalist country, all power is in the hands of the capitalists and landlords. They have the land, the mines, the factories and the banks.

Social contrasts are striking in London.

The palaces of the English kings and queens and the houses of the rich people, the best theatres and museums, the beautiful parks and squares are all in the West End.

Near the Thames we can see the Houses of Parliament. There on a high tower we can see a big clock called Big Ben; we can hear it striking every quarter of an hour.

Now come down the Thames past the City, with its many offices and banks and the big church of St. Paul standing on a hill, to the East End.



Here we can see a different world. The London docks, big factories and miles of narrow and dirty streets with houses all grey and black with smoke are in the East End. There are thousands of workers and poor people living there.

UNIT 41

THE LAST SUNDAY OF MAY IS THE TURKMEN CARPET'S DAY

Ex. 1. Read the text and learn about Turkmen Carpet which was included into Guinness.

TURKMEN CARPETS

The Pride of the national culture of Turkmen people is carpet weaving. Carpet-weaving come from the traditions of carpet weaving were transferred from generation to generation and within centuries were improved.

With carpet products camels and horses were decorated. They served as decoration of yurtas and wedding processions. The first carpet exhibitions in Vienna and Berlin have struck the spectators with original beauty of the masterpieces of unseen before Oriental art.



The press wrote enthusiastically about Turkmen carpets. Turkmen carpets are made of qualitative sheep wool of spring shearing, having the special elasticity, resiliency and durability.

The decoration of such carpets is extremely original, reflecting the real world surrounding Nomadic livestock-breeders. Ornament has geometrical character.

Classical Turkmen carpet today determines basic volume of production of State Association «Turkmen Khaly». Turkmen carpets were exhibited at many international exhibitions and fairs.

The collections of Turkmen carpets are decorating such major museums, as Hermitage in St. Petersburg and the Oriental Arts Museums in Moscow. Ornament of the main groups of Turkmen carpets are the components of a new flag and national emblem of Turkmenistan. Today Turkmen carpets are very popular, both in our country and abroad.

◆ Vocabulary Notes

transfer (v) - move (someone or something from one place to another)

generation (n) - all of the people born and living at about the same time

improve (v) - make or become better

exhibition (n) - a public display of items in an art gallery or museum

masterpiece (n) - a work of outstanding skill

qualitative (adj) - having to do with or measured by quality

shear (v) - cut the wool off (a sheep)

elasticity (n) - cord or fabric which returns to its original size or shape after being stretched

resiliency (adj) - able to recoil or spring back into shape after bending, stretching, or being compressed

durability (adj) - hard-wearing

fair (n) - a gathering of stalls and amusements for public entertainment

oriental (adj) - having to do with the Far East

Ex. 2. Answer the following questions.

1. What is the pride of the national culture of Turkmen people?

2. What do you know about the traditions of carpet weaving?

3. What can say about the first carpet exhibitions in Vienna and Berlin?

4. What are the Turkmen carpets made of?

5. What museums are the collections of Turkmen carpets decorating?

6. Where are the ornaments of Turkmen carpets used?

Ex. 3. Make up sentences using the following words and word combinations:

national culture, carpet-weaving, ancient times, transferred from generation to generation, to be decorated, carpet exhibition, determine, to exhibit, the collection of Turkmen carpets, major museums, popular both in our country and abroad.

REFERENCES

(Ülkäni öwreniş maglumaty, Страноведческий справочник)

A

Admiralty [ˈædmɪrəltɪ] - that part of the British government which controls the navy (flot).

Angles [ˈæŋɡlz] - a north Germanic [German] tribe (taýpa) that with the Saxons invaded Britain in the 5th century England gets its name from the Angles.

Anglo-Saxons [ˈæŋɡlouˈsæksenz] - Germanic [dʒə:mænik] tribes which invaded Britain in the 5th century - anglosakslar.

B

Bagpipes [ˈbæɡpaɪps] pl - a musical instrument with pipes (müşdükli) and a wind bag(gaýyş halta) very popular in Scotland – wolyinka. The national instrument of the Scots is the bagpipes.

Banqueting House [ˈbæŋkwɪtɪŋˈhaus] - one of the most famous buildings in London situated in Whitehall.

Belfast [belˈfa:st] - the capital of Northern Ireland.

Ben Nevis [benˈnevis] - the highest mountain (1,343 metres) in Great Britain. It is in the Highlands of Scotland.

Big Ben [ˈbɪɡˈben] - the bell which strikes (urýar) the hours in the Clock Tower of the Houses of Parliament in London. The bell was made in 1858 and was named after Benjamin Hall, First Commissioner [kəˈmɪʃənə] of Works (esasy adam) at the time it was hung.

Birmingham [bɜ:mɪŋəm] - the second largest city in Great Britain after London.

Britain ['brɪtn] – see Great Britain.

British Isles ['brɪtɪʃ'aɪlz] – a group of islands off North-West Europe consisting of Great Britain, Ireland and many other islands.

Briton ['brɪtn] – a native at Great Britain – britanly, iñlis.

C

Cambridge ['kæmbrɪdʒ] – a town in England known for its university.

Cardiff ['ka:dɪf] – the capital of Wales, a large industrial center and a port.

Celts [kelts] – the tribes which lived in the British Isles when they were invaded by the Anglo-Saxons-keltler.

Cenotaph ['senəta:f] – a monument in London put up in 1920 in memory [meməri] (ýadygärlik) of the British people killed in the first world war.

Chester [tʃestə] – a town in England which was a Roman (Rim) settlment (ýaşaýjylar); now it has a lot of ancient ['eɪnfənt] (gadymy) buildings.

City ['sɪtɪ] – the historic center of London, on of the greatest financial and commersial centre of the capitalist world.

college [kɒlɪdʒ] – 1) a school for higher education, often part of a university; 2) a small university; 3) a public school.

Communist Patry of Great Britain – the political party based on Marxism-Leninizm which defends the interests of the working people and fights for the peace, democracy, and socialism.

Conservative Party [kən'sərvətɪv'pɑ:ti] – one of the bourgeois political parties in Great Britain. It carries out the policy of big business.

Continent ['kɒntɪnənt] – Europe without the British Isles; so called by the people living in the British Isles.

Coventry ['kɒventrɪ] – an ancient [eɪnfənt] (gadymy) town in England, which was destroyed by fascist planes in 1940, the twin town of Volgograd.

Cricket [ˈkɹɪkɪt] - an outdoor ball and bat (söweş) game popular in Britain, played by two teams of 11 players each.

D

Downing Street [ˈdaʊnɪŋˈstri:t] - the London street in which (at Number 10) the Prime Minister officially lives.

Druid [dru:ɪd] - officer (gullukçy) of Welsh Eisteddfod.

E

East End [ˈi:stˈend] - the eastern part of London, the industrial area near the port of London on the Thames; the inhabitants of the East End are mostly poor people.

Edinburgh [ˈedɪnbərə] - the capital of Scotland; an important junction [dʒʌŋkʃn] (düwüm) and an industrial and cultural centre.

Edinburgh Castle [ˈedɪnbərəˈka:sl] - the famous ancient fortress (gala) in the city of Edinburgh.

Edinburgh Festival - a music and drama festival held every year in September. People come to it from all over the world; new plays can be seen and new music can be heard there.

Eisteddfod [aɪsˈtedvɔd] - a Welsh musical festival.

England - the country occupying (yerleşyän) the largest, southern, part of Great Britain.

F

Flying Scotsman [ˈflaɪŋˈskɒtsmən] - a famous London - Edinburgh express train.

Franklin [fræŋklɪn] - the name given to a free man, who owned a small area of land in Britain in the 14th and 15th centuries.

G

Gentleman [dʒentlmən] - 1) a man who is polite, kind (açykgöwünli) and honourable (hormatly); 2) a man of high social position.

Glasgow [gla:sgou] - a city in the south of Scotland. On the River Clyde, the third largest city in Great Britain, and one of the biggest ports.

Great Britain - 1) the largest island in the British Isles; 2) the state situated on the island of Great Britain, and consisting of England, Scotland, Wales and a number of smaller islands.

Grimsby [ˈɡrɪmzbi] - Britain's biggest fishing port on the east coast of England.

H

Half - crown [ˈha:f ˈkraun] - a silver-coloured coin (before 1970) - ýarym kron.

Highgate Cemetery [ˈhaɪgeɪt ˈseɪmɪtri] - a cemetery (mazarystan) in the north of London (the district of Highgate) where Karl Marx is buried [ˈberɪd] (jaýlanan).

Highlander [ˈhaɪləndə] - a native (ýaşaýjy) of the Highlands of Scotland.

Highland Games [ˈhaɪlənd ˈgeɪms] - a traditional Scottish meeting at which competition in athletics, Highland dancing and bagpipe playing are held.

Highlands [ˈhaɪləndz] - a region of high ground in the north of Scotland.

High tea - an early evening meal (or late tea) in homes where dinner is not eaten in the evening.

Home Office - the British government department which controls local government, the police, prisons (türme) and other state organizations.

Horse Guards [ˈhɔ:sga:dz] - 1) Patyşanyň atly goşuny; 2) the head quarters [ˈhedkwɔ:təz] (ştab) of the Horse Guards in Whitehall, London.

House of Commons - the lower house (palata) of the British Parliament, the members of which are elected.

House of Lords [ˈhaus əv lɔ:dz] - the upper house (ýokary palata) of the British Parliament, the members of which are lords and bishops (ýepiskop). They are not elected.

Houses of Parliament [ˈhaʊzɪz əvˈpɑ:ləmənt] – the buildings in which the British Parliament sits.

Hyde Park [ˈhaɪd ˈpɑ:k] – the most famous London park where political meetings and demonstrations are held.

I

Inspector [ɪnsˈpektə] – a police officer ranking (derejesi bolan) above a sergeant [ˈsɑ:dʒənt] (seržant).

Ireland [aɪˈrələnd] – an island of the British Isles, to the west of Great Britain, divided into the Irish Republic and Northern Ireland.

Irish [ˈaɪrɪʃ] – the people of Ireland.

Irish Sea – the sea between Ireland and Great Britain. It is open to the Atlantic Ocean in the north and the south.

J

Jutes [dʒu:ts] – a Germanic (German) tribe (taýpa) that took part in the conquest [ˈkɒŋkwɛst] (basybalma) of Britain in the 5th and 6th centuries.

K

Kent – a country (graflyk) in South-East England.

Kilt – a kind of skirt worn as part of the dress of men of the Scottish Highlands. The kilt is also worn by women and children.

L

Labour Party [ˈleɪbəˈpɑ:tɪ] – one of the largest political parties in Great Britain. It is a socialist party, but its leaders' policy is not aimed at building real socialism in Great Britain.

Lancaster [ˈlæŋkəstə] – a town near the north-west coast of England.

Leeds [li:dz] – a large industrial city in the north-east of England.

Liberal Party – one of the bourgeois political parties of Great Britain.

Loch Lomond [ˈlɒkˈlɒmənd] - a lake (37 km long, 1-8 km wide) in West Scotland, north of Glasgow.

London [lʌndən] - the capital of the United Kingdom of Great Britain and Northern Ireland, the largest industrial and cultural centre of the country.

Lord Chancellor [ˈlɔːd tʃɑːnsələ] - president of the House of Lords - lordkansler.

Lowlands [ˈləʊləndz] - the part of central Scotland lying between the Highlands and the southern uplands.

M

Manchester [ˈmæntʃɪstə] - an industrial and commercial centre in the north-west of England. In the 19th century the Manchester Ship Canal was built and Manchester became an important port.

Member of Parliament (MP) - an elected representative (wekil) in the British Parliament.

Metropolitan Police - the London police («Metropolitan» means» of or in a capital city»).

«Morning Star» [ˈmɔːnɪŋˈstɑː] - the newspaper of the British working people, published by the Communist Party of Great Britain.

N

National Gallery [ˈnæʃənəlˈgæləri] - the greatest collection of paintings in Great Britain; its building was opened in 1824.

National Portrait Gallery - a collection of more than 4,000 portraits of famous people of Great Britain.

Nelson's Column [ˈnelzənˈkɒləm] - the monument to Admiral Nelson in Trafalgar Square. It is a 44-metre column with a 5-metre figure of the admiral on top of it.

Nottingham [ˈnɒtɪŋəm] - an important industrial centre in the middle of England, on the River Trent.

O

Oxford [ˈɒksfəd] - a town in England north of London known for its 12th century university and its colleges.

P

Palace of Westminster [ˈpælɪs əv ˈwestmɪnɪstə] - the official name of the parliament buildings in London.

Parliament [ˈpɑ:ləmənt] - the main law making body (kanun çykaryjy organ) in the United Kingdom.

Piccadilly Circus [pɪkəˈdɪliˈsə:kəs] - a square in the central part of London. Some of London's best-known streets radiate [ˈreɪdiət] (kesişmeýär) from it.

Piper [ˈpaɪpə] - a musician who plays the bagpipes.

Port Talbot [ˈpɔ:tˈtɒlbət] - an industrial centre and a port in South Wales.

Pound [paʊnd] - the British unit of money, 100 pence make one pound - funt sterliň.

Princes Street [ˈprɪnsɪz ˈstri:t] - the main street in Edinburgh, it has rich shops on one side and gardens on the other.

R

Royal Mint [ˈrɔɪəlˈmɪnt] - the place where the official coins (şay pul) are made, it was situated in the Tower of London until 1809 - Patyşanyň pul çykarýan köşgi.

Rugby football [ˈrʌɡbɪˈfʊtbɔ:l] - a type of football played with an oval ball, by two teams or either thirteen or fifteen men. This is the kind of football in which the players may run with the ball in their hands.

S

Saxons [ˈsæksənz] - one of the Germanic tribes which invaded Britain in the 5th century - sakslar.

Scot - a person born in Scotland.

Scotland - the country in the north of the island of Great Britain.

Scotland Yard [ˈskɒtləndˈjɑ:d] - the name of the police headquarters [ˈhedˈkwɔ:təz] - (ştab-kwartira) and the police itself.

Scotsman - a native of Scotland.

Scottish - typical of Scotland and its people.

Sea-loch [ˈsɪ:lɒk] – a narrow (dar) part of the sea reaching (durýan) into the land.

Serf [sɜːf] – a person who, under the feudal [ˈfjuːdəl] (feodal) system, worked on the land and could be bought and sold together with the land.

Session [ˈseʃn] – the formal meetings of Parliament lasting from the end of October till August of the next year.

Severn [ˈsevən] – a river in the west of England. It is 310 kilometres long.

Sheffield [ˈʃeɪfɪld] – a town in the middle of England, an important centre of heavy industry.

Sir [sɜː] – a word sometimes used when talking politely [pɔːˈlaɪtlɪ] – (edep bilen) to a man (a teacher, an officer in the army, etc.).

Sittings of the House of Commons – meetings of the House of Commons when Parliament is in session.

Snowdon [ˈsnəʊdn] – a mountain in North Wales with five peaks, rising to 1,085 metres.

Social-Democratic Party – one of the bourgeois political parties in Great Britain.

Speaker [ˈspiːkə] – the presiding [prɪˈzɑːdɪŋ] (başlyklyk edýän) officer (gullukçy) of the House of Commons.

Strangers' Gallery [ˈstreɪndʒəzˈgæləri] – seats for the public in the House of Commons or in the House of Lords.

Stratford-on-Avon – a town in the south-west of England on the River Avon. It is Shakespeare's birthplace.

Swansea [ˈswɒnsɪ:] – a port and an industrial centre in south-east Wales.

T

Thames [temz] a river (346 km long) rising in South England, and flowing east to the North Sea, navigable [ˈnævɪɡəbl] – (gämi yöreyän) by large ships up to London.

Tossing the caber [ˈtɒsɪŋ ðə keɪbə] – a Scottish game in which a person throws a caber (agaç taýagy) into the air and tries to make it land in a given place.

Tower of London [ˈtauər əvləndn] - a group of ancient buildings east of the City of London on the north bank of the Thames. The central tower was built in 1078-1085. For centuries the Tower was the main state prison (türme). Today it is a historical museum.

Trafalgar Square [trəfælgəˈskwɛə] - a square in the centre of London; it is the place where mass meetings and demonstrations take place.

Treasury [ˈtreʒəri] - the government department that controls and spends public money - maliye düzümi, maliye ministrliyi.

U

United Kingdom (the UK) - the United Kingdom of Great Britain and Northern Ireland - Britan Korollygy.

V

Viking [ˈvaɪkɪŋ] - one of the Scandinavian [skændiˈneɪvʃən] warriors [wɔriəz] who began to attack the British Isles in the 8th century. In England, the Vikings were called Danes.

W

Wales [weɪlz] - the country in the west of Great Britain. It is a part of the United Kingdom.

War Office [ˈwɔ:rˌɔfɪs] - a department of the British Ministry of Defence (goranmak).

Welsh [welʃ] - 1) the people of Wales; 2) the language spoken by the Welsh people.

Wessex [ˈwesɪks] - an Anglo-Saxon kingdom (korollygy) in the late 5th century; it became a united English kingdom in the 6th century.

West End - the western, aristocratic part of central London, where big hotels, shops, theatres and offices are.

Westminster - a district in the central part of London, the site (ýerleşiş) of the Houses of Parliament.

Westminster Abbey [ˈwestmɪnstərˈæbɪ] - the ancient (gadymy) large church (buthana) in London in which the coronation ceremony of almost all English kings and queens has taken place. Many famous people are buried [ˈberɪd] (jaýlanan) there.

Westminster Palace - see Palace of Westminster.

Whitehall [ˈwaɪthɔ:l] - a London street in which there are many government offices.

William the Conqueror [ˈkɒŋkərə] - Duke (gersog) of Normandy [ˈnɔ:mændɪ] (Normandiya) and King of England from 1066 till 1087 - Wilgelm Basybalyjy. As Duke of Normandy, he invaded England in 1066 defeating and killing Harrold, the king of the Anglo-Saxons.

woolsack [ˈwulsæk] - the seat in the British Parliament on which the Lord Chancellor sits in the House of Lords. At the time when the woolsack was first put in the Lord Chancellor's chair, wool was the main source (çeşme) of the national wealth (baýlyk).

(British) Young Communist League [ˈjʌŋ ˈkɒmjunistˈlɪ:g] - the British Komsomol, a working class organization based on Marxism-Leninism. Members of the BYCL are politically very active. Many young workers also play an active part in their trade unions.

V O C A B U L A R Y

a – adjective [‘ædʒiktiv] – sypat – прилагательное
adv – adverb [ædvə:b] – hal – наречие
cj – conjunction [kən‘dʒʌŋkʃn] – baglaýjy – союз
int – interjection [intə‘dʒekʃn] – ümlük – междометие
n – noun [naun] – at – имя существительное
num – numeral [‘nju:mərəl] – san – числительные
pl – plural [‘pluərəl] – köplük san – мн. число
prep – preposition [prepeziʃn] – predlog – предлог
v – verb [və:b] – işlik – глагол
pron – pronoun [‘prounaun] – çalyşma – местоимение

A

a – [ə] – nämälim artikl – неопределенный артикль
able [‘eibl] – be able – bilmek – суметь
about [ə‘baut] – hakynda – о чём-то
above [ə‘bʌv] – üstünde – над
absence [æ‘bsens] – bolmazlyk – отсутствие
absent [‘æbsent] – ýok bolmak – отсутствовать
act [‘ækt] – roly ýerine ýetirmek – исполнять
active [æktiv] – işeňňir – активный
activity [æk‘tiviti] – iş – деятельность
actor [æktə] – aktýor – актёр
actress [‘æ:kttris] – aktýor aýal (gyz) – актриса
add [æd] – goşmak – добавлять
address [æ‘dres] – (öý) belgi – адрес
adventure [æd‘ventʃə] – başdan geçirme – приключение
advice [əd‘vais] – maslahat – совет
advise [əd‘vaiz] – maslahat bermek – советовать
afraid [ə‘freid] – be afraid – gorkmak – бояться

after ['a:ftə] – prep, cј – soñ – после
 afternoon ['a:ftə'nu:n] – gün, günortan
 again [ə'gein] – adv – ýene, ýene-de – снова
 against [ə'geinst] – prep – garsy – против
 ago [ə'gou] – adv – ondan soñ – тому назад
 agree [ə'gri:] – v – ylalaşmak – соглашение
 agricultur[e]l [ə:grɪ'kltʃərəl] – a – oba hojalygy –
 сельскохозяйственный
 agrigulture [ə:grɪkltʃə] – n – oba hojalyk – сельское
 хозяйство
 ahead [ə'hed] – öñde, öñe – впереди, вперёд
 aim [eim] – maksat – цель
 air [eə] – howa – воздух
 all [ɔ:l] – pron – hemme, hemmesi – все
 almost ['ɔ:lmoust] – adv – takmynan – почти
 alone [ə'loun] – ýeke, ýekelik – один, одинокий
 along [ə'lɔŋ] – prep – boýunça, ugrunda – вдоль
 already [ɔ:l'redi] – adv – eýýäm – уже
 although [ɔ:l'dəu] – cј – welin, emma – хотя
 always ['ɔ:lwəz] – adv – hemişe – всегда
 am [æm] – to be – işligiň 1-nji ýöňkem. birl. – 1л.
 ед.ч. наст.вр. to be
 an [æn] – nämälim artikl – неопред. артикль
 ancient [eɪnʃent] – a – gadymy – древний
 and [ænd] – we – и
 angry ['æŋgri] – gaharly – сердитый
 animal ['æniməl] – n – haýwan – животное
 anniversary [æni'və:səri] – n – ýyllyk – годовщина
 announcement [ə'naunsment] – n – bildiriş – объявление
 another [ə'nʌðə] – a – başga – другой
 answer ['a:nsə] – n – jogap – ответ
 any ['eni] – pron – haýsy hem bolsa – какой-нибудь
 anybody ['eni'bɔdi] – pron – kimdir biri – кто-нибудь
 anyone ['eni wʌn] – pron – kimdir biri – кто-нибудь
 anything ['eniθiŋ] – pron – nämedir bir zat – что-нибудь
 anywhere [eniwɛə] – adj – nirede bolsa – где-нибудь
 appear [e'piə] – v – peýda bolmak – появляться;
 казаться
 applaud [e'plɔ:d] – el çarpmak – аплодировать

April [ˈeɪprəl] – aprel – апрель
 area [ˈeəriə] – meydan, boşluk – пространство
 arm [a:m] – el (goşardan egne çenli) – рука (от кисти до плеча)
 arm-chair [ˈa:mʃeə] – n – diwanyň oturgyju – кресло
 army [ˈɑ:mɪ] – n – goşun – армия
 around [əˈraʊnd] – adj – daş-töwerek – вокруг
 arts [ɑ:ts] – n – şekillendiriş sungaty – изобразительное искусство
 as – şeýle hem – такой же... как
 ask [ɑ:sk] – soramak – спрашивать
 at [æt] – prep – ýanynda – около
 ate [et] – seret – eat – см. eat
 athletics [æθˈletiks] – n – atletika – атлетика
 attack [əˈtæk] – n – hüjüm, hüjüm etmek – атаковать
 august [ˈɔ:gəst] – n – awgust – август
 aunt [ɑ:nt] – n – daýza – тетья
 author [ˈɔ:θə] – n – ýazar – автор
 autumn [ˈɔ:təm] – güýz – осень
 avoid [evɔɪd] – gaça durmak – избегать
 award [əˈwɔ:d] – sylag, sylaglamak – награждать

B

back [bæk] – n – arka – спина
 bad [bæd] – a – (worse, worst) – erbet – плохой
 balcony [ˈbælkeni] – balkon – балкон
 ball [bɔ:l] – n – top – мяч
 banner [ˈbænə] – n – tug – знамя; флаг
 barefoot [beəfʊt] – adj – aýak ýalaňaç – босиком
 basket-ball [ˈba:skit bɔ:l] – n – basketbol – баскетбол
 bathroom [ˈba:θrum] – wanna – ванна
 battle [ˈbætl] – söweş – битва; борьба
 before [biˈfɔ:] – prep – öň – перед
 be [bi:] – v – (was\were, been) – bolmak – быть
 been [bi:n] – seret be – см. be
 beat [bi:t] – v – (beat, beaten) – urmak – бить
 beautiful [ˈbju:təfʊl] – a – owadan – красивый
 ballet [ˈbæle:] – n – balet – балет
 bed [bed] – n – krowat – кровать

became [bi'keim] – seret become – см. become
 because [bi'kɔz] cј – sebäbi – потому что
 become [bikɒm] – v – (became, become) – bolmak – становиться
 begin [bi'gin] v – (began, begun) – başlamak – начинать
 behind [bi'haind] adj – yzda – сзади
 believe [bi'li:v] v – ynanmak – верить
 bell [bel] – jañ – звонок
 belong [bi'lɔŋ] – degişli bolmak – принадлежать
 bench [bentʃ] n – oturguç – скамейка
 besides [bi'saidz] adv – ondan başga-da – кроме того
 best [best] a – iñ gowusy – лучший
 better ['betə] – a good, well adv – gowurak – лучше
 between [bi'twi:n] prep – aralykda – между
 big [big] a – uly – большой
 bill [bil] n – teatryň afişasy – театральная афиша
 biography [bai'ɔgrəfi] n – terjimehal – биография
 biology [bai'ɔlədʒi] n – biologiya – биология
 bird [bɜ:d] n – guş – птица
 birthday [bɜ:θdeɪ] n – doglan gün – день рождение
 blackboard ['blækbɔ:d] n – synp tagtasy – классная доска
 blew [blu:] – seret blow – см. blow
 block [blɒk] n – şäheriň etrapçasy – квартал
 blouse [blauz] n – köýnek – блузка
 blow [blou] v – (blew, blown) – çişirmek, üflemek – дуть
 blown [bloun] seret – blow – см. blow
 blue [blu:] a – gök – синий
 boat [bout] n – gaýuk – лодка
 bookcase ['bukkeis] n – kitap tekjesi – книжный шкаф
 booking-office ['bukiŋɔfis] n – bilet kassasy – билетная
 касса
 boot [bu:t] n – gaýuş botinka – ботинок
 born [bɔ:n] – be born – dogulmak – родиться
 botanist ['bɔtənɪst] n – botanist – ботаник
 both [bouθ] – pron – ikisi – оба
 both...and – şeýle hem – как...так
 bottle ['bɒtl] n – butylka, çüýşe – бутылка
 bottom ['bɒtəm] n – düýb – дно
 bought [bɔ:t] – seret buy – см. buy

box [bɒks] n – guty – коробка
box-office [ˈbɒksɔfɪs] n – teatr kassasy – театральная касса
boy [bɔɪ] n – oglan – мальчик
brave [breɪv] a – batyr; gaýratly – храбрый
bread [bred] n – çörek – хлеб
break [breɪk] n – arakesme – перемена – перемена
breakfast [ˈbrekfəst] n – ertirlik – завтрак
bridge [brɪdʒ] – köpri – мост
brigade [brɪˈgeɪd] n – brigada – бригада
bright [braɪt] a – ýiti, ýagty – яркий
bring [brɪŋ] v – (brought, brought) – getirmek – приносить
brother [ˈbrʌðə] – erkek dogan – брат
brought [brɔ:t] – seret bring – см. bring
brown [braun] a – goňur – коричневый
brush [brʌʃ] n – çotga – щетка
build [bɪld] v – (built, built) – gurmak – строить
bullet [ˈbulɪt] n – ok – пуля
bury [ˈberi] v – jaýlamak, ýerlemek – хоронить; укрывать
business [ˈbiznis] n – iş – дело
busy [ˈbɪzi] – işli – занятой
but [bʌt] cj – emma – но
butter [ˈbʌtə] n – ýag – масло
buy [baɪ] v – (bought, bought) – satyn almak – покупать
by [baɪ] – ýanynda – около; при
by bus – awtobus bilen – автобусом

C

cafe [ˈkæfeɪ] n – kafe – кафе
cake [keɪk] n – tort – торт
call [kɔ:l] v – çagyrmak, at dakmak – звать
camp [kæmp] n – lager – лагерь
can [kæn] v – (could) – edip bilmek – уметь
cap [kæp] n – parak – кепка
capital [ˈkæpɪtəl] n – paýtagt – столица
capitalist [ˈkæpɪtəlist] n – kapitalist – капиталист
capture [ˈkæptʃə] v – basyp almak – захватывать
car [kɑ:] – ýeňil maşyn – автомобиль
care [keə] n – alada – забота
take care of – alada etmek – заботиться

carriage [ˈkærɪdʒ] n – wagon – вагон
 carry [ˈkæri] v – äkitmek – нести
 carry out – ýerine ýetirmek – выполнять
 castle [ˈka:sl] n – köşk – дворец
 cat [kæt] – pişik – кошка
 catch [kætʃ] v – (caught, caught) – tutmak – поймать
 cattle-farm [kætlfa:m] n – mal fermasy – животноводческая ферма
 caught [kɔ:t] – seret catch – см. catch
 celebrate [ˈselebreɪt] v – baýram etmek
 cemetery [ˈsemitri] n – gabrystan, mazarystan – кладбище
 central [ˈsentrəl] a – merkezi – центральный
 centre [ˈsentə] n – merkez – центр
 century [ˈsentʃuri] n – asyr, ýüzýyllyk – век
 certainly [sə:tnli] adv – elbetde – конечно
 chair [tʃeə] n – oturgyç – стул
 chairman [ˈtʃeəmən] n – başlyk – председатель
 chalk [tʃɔ:k] – hek, mel – мел
 champion [ˈtʃæmpiən] n – çempion – чемпион
 championship [ˈtʃæmpiənʃɪp] n – çempionat – чемпионат
 change [tʃeɪndʒ] n – pul gaýtargysy, üýtgemek – сдача;
 меняться
 check [tʃek] v – barlamak – проверять
 cheese [tʃi:z] n – peýnir – сыр
 chief [tʃi:f] – serdar (taýpanyň) – вождь
 child [tʃaɪld] n – (pl children) – çaga – дитя
 childhood [ˈtʃaɪldhu:d] – çagalýk döwri – детство
 choir [ˈkwaɪə] – hor – хор
 choose [tʃu:z] v – (chose, chosen) – saýlamak – выбирать
 chose [tʃoʊz] – seret choose – см. choose
 cinema [ˈsɪnɪmə] n – kinoteatr – кинотеатр
 circus [ˈsɜ:kəs] n – sirk – цирк
 city [ˈsɪti] n – uly şäher – большой город
 civil [ˈsɪvɪl] a – raýatlyk – гражданство
 classmate [kla:smeɪt] n – synpdaş – одноклассник
 classroom [ˈkla:srum] n – synp otagy – классная комната
 clean [ˈkli:n] a – arassa, süpürmek – чистый; убирать
 climate [ˈklaɪmɪt] n – klimat – климат
 climb [ˈklaɪm] v – ýokaryk galmak, dyrmaşmak –
 карабкаться

clock-room ['kloukrum] n – eşik asylyan ýer – гардероб
at 6 o'clock – sagat altyda – в 6 часов
clothes [klouðz] n – eşik – одежда
club [klʌb] n – klub – клуб
coach [koutʃ] n – wagon, araba – вагон; карета
coast ['koust] n – deňziň kenary – морской берег
coat [kout] n – palto – пальто
coffee ['kɒfi] n – kofe – кофе
coin [kɔɪn] n – pul – монета
coiner ['kɔɪnə] n – galp pul çykarýan adam – фальшивомонетчик
cold [kould] a – sowuk – холодный
collect [kə'lekt] v – ýugnamak – собирать
collective farm – daýhan birleşik – колхоз
collective farmer – daýhan – колхозник
colour ['kʌlə] n – reňk – цвет
combine-harvester ['kɒmbain'ha:vistə] n – kombayn – комбайн
combine-operator ['kɒmbain'opəreitə] – kombaynçy
come [kʌm] v – (came, come) – gelmek – приходить
comedian [kə'mi:dʒən] n – wäşi, güldüriji – комик
comedy ['kɒmədi] n – komediýa – комедия
comfortable ['kʌmfətəbl] a – amatly – удобный
communicate [kə'mju:nikeit] v – gatnaşmak, habar bermek – общаться; сообщать
competition [kɒmpɪ'tiʃn] n – ýaryş – соревнование
comrade ['kɒmrid] n – ýoldaş – товарищ
concert ['kɒnsət] n – konsert – концерт
conquer ['kɒŋkə] v – basyp almak, boýun egdirmek – завоёвывать
consider [kən'sidə] v – hasap etmek – считать; полагать
consist [kən'sist] v – ybarat bolmak – состоять
constitution ['kɒnsti'tju:ʃn] – konstitusiýa – конституция
cool [ku:l] a – salkyn, sowujak – прохладный
copy ['kɒpi] – göçürmek – копировать
corner ['kɒ:nə] n – burç – угол
correct [kə'rekt] v – düzetmek – поправлять
correctly ['kə'rektli] adv – dogry – правильно
corridor ['kɒridə] n – koridor – коридор
cost [kɒst] v – (cost, cost) bahasy – цена
cotton ['kɒtn] n – pagta, pagtadan mata – хлопок

could [kud, kəd] – seret **can** – см. can
count [kaunt] v – sanamak – считать
country [ˈkʌntri] n – úurt, oba – страна
course [kɔ:s] – of couse – elbetde – конечно
course [kɔ:s] n – akym (derýanyň) – течение
cover [ˈkʌvə] – ýarماك, örtmek – покрывать
cow [kau] – sygyr – корова
cross [krɔs] v – kesişmek – пересекать
crossing [krɔsiŋ] – çatryk – перекресток
cultural [ˈkʌltʃərəl] a – medeniýetli – культурный
cup [kʌp] n – käse, sport kubogy – чашка; спортивный кубок
cupboard [ˈkʌbəd] n – bufet – буфет

D

dad [dæd] n – kaka – папа
dairy [ˈdeəri] n – süýtli, sagylyan, süýt berýän – молочная
dance [da:ns] – tans, tans etmek – танцевать
Dane [dein] n – daniýaly – датчанин
dangerous [ˈdeindʒres] a – howply – опасный
dark [da:k] a – garaňky – темнота
date [deit] n – sene – дата
daughter [ˈdɔ:tə] n – guz – девочка
day [dei] n – gün – день
dead [ded] – öli – мертвый
dear [diə] a – gymmatly, mähriban – дорогой
December [diˈsembə] – wekabr, декабрь
decide [diˈsaid] v – çözmek – решать
decoration [ˈdekəˈreɪʃn] n – bezemek, owadanlanmak
– украшение
defeat [diˈfi:t] v – derbi-dagyn etmek – разгромить
defend [diˈfend] v – goramak – защищать
demonstration [ˈdemənˈstreɪʃn] n – demonstrasiýa –
демонстрация
Denmark [ˈdenma:k] n – Daniýa – Дания
department [diˈpa:tmənt] n – bölüm – отдел
desk [desk] n – parta – парта
deskmate [ˈdeskmeit] – partadaş – сосед по парте
destroy [disˈtrɔi] v – ýok etmek – уничтожить
detailed [ˈdi:teɪld] a – jikme-jik – подробный, детальный

develop [di'veləp] v – ösdürmek, kāmilleşdirmek – развивать
 development [di'veləpmənt] n – ösüş – развитие
 die [dai] v – ölmek, gutarmak – умирать
 differ ['difə] v – tapawutlanmak – различаться
 different ['difrent] a – tapawutly, dürli – различный
 difficult ['difikəlt] a – kyn – трудный
 dining-room ['daiɲɪŋrum] n – naharhana – столовая
 discover [dis'klʌvə] v – üstüni açmak, bilmek, açmak – открывать
 discuss [dis'kʌs] v – ara alyp maslahatlaşmak – обсуждать
 dish [diʃ] n – tarelka, çanak – тарелка, блюдо
 dishes – gap-çanak – посуда
 district ['distrikt] n – etrap – район
 divide [di'vaid] v – bölmek – делиться
 do [du:] v – (did done) – etmek – делать
 do one's homework – öý işini etmek – учить уроки
 do morning exercises – ertirki maşk etmek – делать утреннюю гимнастику
 do one's shopping – bazarlamak – делать покупки
 do sums – mesele çözmek – решать задачи
 doctor ['dɔktə] n – lukman – врач
 dog [dɔg] n – it – собака
 done – seret do – см. do
 donkey [dɔŋki] n – eşek – осел
 door [dɔ:] n – gapy – дверь
 down [daun] adv – aşak, aşakda – вниз
 drama ['dra:mə] n – drama – драма
 drank [dræŋk] – seret drink – см. drink
 draw [drɔ:] v – (drew, drawn) – surat çekmek – рисовать
 drawing ['drɔ:ɪŋ] n – surat çekme – рисование
 dress [dres] n – geým, geýmek – платье
 drink [driŋk] v – (drank, drunk) – içmek – пить
 drive [draiv] v – (drove, driven) – sürmek – водить
 drown [draun] v – gark bolmak – тонуть
 dry [drai] v – guratmak, süpürmek – сушить; вытирать
 dry oneself – süpürinmek – вытираться
 during ['djuəriŋ] prep – dowamynda – в течение
 dust [dʌst] – süpürmek, tozany kakmak – вытирать
 duster ['dʌstə] n – esgi – тряпка

duty [ˈdju:ti] n – borç – долг
be on duty – nobatçı bolmak – дежурить

Е

each [i:tʃ] – her, her bir – каждый
each other – bir-birine – друг друга
ear [iə] n – gulak – ухо
early [ˈɜ:li] a – irki; adv – ir – рано
earth [ɜ:θ] n – yer – земля
east [i:st] n – gündogar – восток
eastern [ˈi:stən] – gündogar – восточный
easy [i:zi] a – yеñil – легкий
eat [i:t] v – (ate, eaten) – iýmek – кушать
economic [ˈi:kəˈnɒmik] – ykdysady – экономический
education [ˈedjuˈkeɪʃn] – bilim – образование
eight [eit] – sekiz – восемь
either [ˈaɪðə] adv – şeýle hem – также
elder [ˈeldə] a – uly, aga – старший
eldest [ˈeldɪst] a – iň uly – самый старший
elect [iˈlekt] v – saýlamak, saýlanmak – выбирать
eleven [iˈlevn] onbir – одиннадцать
else [els] adv n – ýene, ondan başga-da – кроме
end [end] n – soňy; gutarmak – конец
enemy [ˈenimi] n – duşman – враг
English [ˈɪŋɡlɪʃ] n – iňlis dili – английский язык
enjoy [inˈdʒɔɪ] – lezzet almak – получать удовольствие
enjoyable [inˈdʒɔɪəbl] a – ýakymly, muýaýum – приятный
enough [iˈnʌf] adv – ýeterlik – достаточно
enter [ˈentə] v – girmek – войти
equivalent [iˈkwɪvələnt] n – ekvivalent – deň-dereje – эквивалент
especially [isˈpeʃəli] adv – aýratyn – особенно
establish [isˈtæblɪʃ] v – döretmek, düýbüni tutmak – основывать
even [ˈi:vən] adv – hatda – даже
evening [i:vniŋ] n – agşam – вечер
event [iˈvent] n – ýaryş, waka – соревнование
ever [ˈevə] adv – haçan hem bolsa – когда-либо
every [ˈevri] a – her biri – каждый

everybody [ˈevrɪbɒdi] pron – her kim, hemme – каждый
 everyone [ˈevriwʌn] pron – her kim – каждый
 everything [ˈevriθɪŋ] pron – hemme zat – все
 everywhere [ˈevriwɛə] adv – hemme ýerde – всюду
 examination [ɪgˈzæmɪneɪʃn] n – synag – экзамен
 excellent [ˈeksələnt] a – örän gowu – отличный
 excursion [ɪksˈkɜːʃən] n – syýahat – экскурсия
 excuse [ɪksˈkjuːz] v – ötünç soramak – извиняться
 exercise [ˈeksəsaɪz] n – gönükme – упражнение
 exercise-book [ˈeksəsaɪzˈbuk] n – depder – тетрадь
 exhibition [ˈeksiˈbɪʃn] n – sergi – выставка
 explain [ɪksˈpleɪn] v – düşündürmek – объяснять
 explore [ɪksˈplɔː] v – barlamak, derňemek – исследовать
 eye [aɪ] – göz – глаз

F

face [feɪs] n – ýüz – лицо
 factory [ˈfæktəri] – fabrik, завод – фабрика
 fair [feə] a – agymtyl, sary saçly – белокурый
 fall [fɔːl] v – (fell, fallen) – gaçmak, ýukylmak, egmek
 – падать
 fall ill – kesellemek, syrkawlamak – заболеть
 family [ˈfæmili] n – maşgala – семья
 famous [ˈfeɪməs] a – meşhur – знаменитый
 far [fɑː] adv – daş – далеко
 fare [feə] n – töleg – плата
 farm [fɑːm] n – ferma – ферма
 farmer [ˈfɑːmə] n – daýhan
 father [ˈfɑːðə] – kaka
 favour [ˈfeɪvə] – in favour of – kimdir biriniň
 peýdasyna – в пользу кого-то
 favourite [ˈfeɪvərɪt] n – söýgüli – любимец
 February [ˈfebruəri] n – fewral, февраль
 feel [fiːl] v (felt, felt) – duýmak – чувствовать
 feet [fiːt] n (birligi foot) – aýaklar – ноги
 festival [ˈfestɪvəl] – baýram, festiwal – фестиваль
 few [fjuː] a – az, azajyk – немного
 field [fiːld] n – meýdan – площадь
 fifteen [ˈfɪfˈtiːn] – onbäs – пятнадцать

fifth [fifθ] – bəşinji – пятый
 fifty [ˈfifti] – elli – пятьдесят
 fight [fait] v (fought, fought) – gərəşmek, söweşmek – бороться
 fill [fil] v – dolmak, doldurmak – наполняться
 film [film] n – film – фильм
 find [faɪnd] v (found, found) – tapmak – находить
 fine [faɪn] a – ajaýup – прекрасный
 finish [ˈfɪniʃ] v – gutarmak – кончать
 fire [ˈfaɪə] n – ot, ýakmak – костер
 first [fɜːst] – birinji; birinjiden, başda – первый
 fish [fiʃ] – n – balyk, v – balyk tutmak – ловить рыбу
 five [faɪv] – bəş – пять
 flag [flæg] n – tug – флаг
 flat [flæt] n – jaý – квартира
 floor [flɔː] – pol, gat – этаж
 flow [flou] – akmak – протекать
 flower [ˈflauə] n – gül – цветок
 flower garden – gül bakjasy – цветник
 fly [flai] v (flew, flown) – uçmak – летать
 folk [fouk] a – halk – народный
 folk-tale [ˈfoukteɪl] n – halk ertekisi – народная сказка
 follow [ˈfəlou] – uzarlamak, gitmek – следовать
 fond [fɒnd] – be fond of – nâmedir bir zady gowy görmek – любить кого-либо
 food [fu:d] n – ýmit, nahar – пища
 foot [fut] n – daban, dabanyň asty – ступня
 go on foot – ruýada gitmek – пешком
 football [ˈfutbɔ:l] n – futbol topy, futbol – футбол
 for [fɔː] prep – üçin – для
 for breakfast – ertirlik üçin – на завтрак
 foreign [ˈfɔrɪn] a – daşary ýurt – иностранный
 forest [ˈforɪst] n – tokaý – лес
 forget [fəˈget] v – (forgot, forgotten) – ýatdan çykarmak – забывать
 fork [fɔ:k] n – çarşak – вилка
 form [fɔ:m] n – synp – класс
 forty [ˈfɔ:ti] – kyrk – сорок
 found [faund] v – döretmek, düýbünü tutmak, gurmak – основывать

free [fri:] a – azat, erkin, mugt – свободный
French [frentʃ] a – fransuz dili – французский
the French – fransuzlar – французы
fresh [frefʃ] – a – ter – свежий
Friday [ˈfraɪdi] n – anna – анна, пятница
friend [frend] n – dost – друг
friendship [ˈfrendʃɪp] n – agzybirlik – дружба
from [frəm] prep – dan, den – из; от
in front of – önünde – впереди
fruit [fru:t] n – miwe, ir-ıymış – фрукты
full [ful] a – doly – полный
funny [ˈflni] a – gülkili – забавный

G

gallery [ˈgæləri] n – galereýa – галерея
game [geɪm] n – oýun – игра
garden [ˈgɑ:dn] n – bag – сад
gas [gæs] n – gaz, benzin, ýanguç – газ
gate [geɪt] n – derweze – ворота
gather [ˈgæðə] v – ýygmak – собирать
geography [dʒiˈɒgrəfi] – geografiýa – география
German [ˈdʒɜ:mən] n – nemes, nemes dili – немецкий
get [get] v (got, got) – almak – получать
get off – awtobusdan çykamak – выходить
get on – awtobusa münmek – входить
get up – ukudan turmak – вставать
girl [gɜ:l] n – gyz – девочка
give [gɪv] v – (gave, given) – bermek – давать
glad [glæd] a – hoşal bolmak – довольный
glass [glɑ:s] – çüýşe, aýna, stakan – стекло; стакан
go [gou] v (went, gone) – gitmek – идти
go by bus – awtobusly gitmek – на автобусе
go home – öýe gitmek – идти домой
go in for – sporta gatnaşmak – увлекаться
каким-либо видом спорта
go out – çykamak – выходить
go to bed – ýatmak – ложиться спать
go to school – mekdebe gitmek – ходить в школу
go to work – işe gitmek – ходить на работу

goal [goul] n – sport derweze; gol – гол; спортивные ворота
 gold [gould] n – altyn – золото
 good [gud] a – (better, best) – gowy – хороший
 goods [gudz] n pl – haryt, önüm – товары
 graduate [ˈgrædjueit] v – ýokary okuw mekdebini
 gutarmak – оканчивать
 grandfather [ˈgrændfa:ðə] – ata – дедушка
 grandmother [ˈgrændma:ðə] n – ene – бабушка
 gramm [græm] n – gram – грам
 grass [gra:s] n – ot – трава
 grave [greiv] n – gör, mazar – могила
 great [greit] a – beýik – великий
 green [gri:n] a – ýaşyl – зеленый
 greeting [ˈgri:tiŋ] n – salamlaşma – приветствие
 grey [grei] a – çal – серый
 ground [graund] n – ýer – земля
 ground floor – birinji gat – первый этаж
 playground – oýun oýnalýan meýdan – площадка для игр
 sports ground – sport meýdançasy – спортивная
 площадка
 group [gru:p] n – topar – группа
 grow [grou] v (grew, grown) – ösdürmek – выращивать
 gymnasium [dʒimˈneizjəm] n – sport zal – спортивный зал
 gymnastics [dʒimˈnæstiks] n – gimnastika – гимнастика

Н

hair [heə] n – saç – волосы
 half [ha:f] n – ýarym – половина
 hall [hɔ:l] – zal – зал
 hall-stand – geýim asguç – вешалка
 hand [hænd] n – penje – рука
 handbag [ˈhændbæg] n – sumka – сумочка
 hang [hæŋ] v (hung, hung) – asmak – вешать
 happen [ˈhæpən] – bolmak – случаться; происходить
 happy [ˈhæpi] a – bagtly – счастливый
 harvest [ˈha:vist] n – hasyl, hasyl ýugmak – собирать урожай
 hat [hæt] n – şlýara – шляпа
 have [hæv] v (had, had) – bar bolmak – иметь
 have breakfast (dinner, supper) – ertirlik,

günortanlyk, agşamlyk edinmek – завтракать;
 обедать; ужинать
 have to do something – bir iş etmek – должен делать что-то
 he has a coat on – onuň eginde palto bar – на нём пальто
 he [hi:] prep – ol – он
 head [hed] n – kelle – голова
 at the head of – başynda, öňde – во главе
 health [helθ] n – saglyk – здоровье
 hear [hiə] v (heard, heard) – eşitmek – слышать
 heart [ha:t] n – ýürek – сердце
 heavy [ˈhevi] a – agyr – тяжелый
 helmet [ˈhelmit] n – demir parak – шлем; каска
 help [help] n – kömek; v – kömek etmek – помогать
 her [hə:] pron – ol – она
 here [hiə] adv – bu ýerde, bärde – здесь
 hero [ˈhiərou] n – gahryman – герой
 heroic [hiˈrouik] – gahryman – героический
 herself [hə:self] pron – özi – сама; себя
 hide [haid] v – gizlemek – прятать; скрывать
 high [hai] a – beýik – высокий
 hike [haik] n – dowamly gezelenc; syúahat etmek,
 ruýada ýöremek – длительная прогулка
 hiking [ˈhaikin] n – ruýada syúahat – пеший туризм
 hill [hil] n – depe – холм; возвышенность
 him [him] – oňa – ему
 himself [himˈself] pron – özi, özüne – себя; сам
 his [hiz] pron – onuň – его
 history [ˈhistəri] n – taryh – история
 hit [hit] v (hit, hit) – urmak – ударять
 hockey [ˈhɔki] – hokkeý – хоккей
 hold [hould] v (held, held) – tutmak, ýugnak geçirmek
 – держать; проводить
 hold up – galdyrmak – поднимать
 holiday [ˈhɔlidi] n – baýram, rugsat – отпуск; каникулы
 home [houm] n – öý – дом
 at home – öýde – дома
 hope [houp] n – umyt; umyt etmek – надеяться
 horse [hɔ:s] n – at – лошадь
 hospital [hɔspitəl] n – hassahana – больница

hot [hɒt] – gyzgyn – горячий
hotel [hou'tel] – myhmanhana, otel
hour ['auə] n – sagat – час
house [haus] n – öý – дом
how [hau] adv – nähili – как
however [hau'evə] cj – emma, muña garamazdan –
тем не менее, однако
how many? – näçe? – сколько?
how much? – näçe? – сколько?
How do you do? – Siz bilen tanyşanyma şat. – Рад
познакомиться. Salawmaleýkim! – Здравствуйте!
hundred ['hʌndred] – ýüz – сто
husband ['hʌzbənd] n – adamsy – муж

I

I [ai] – men – я
ice [ais] n – buz – лед
ice-cream ['ais'kri:m] n – buzgaýmak – мороженое
idea [ai'diə] n – pikir, düşünje, ideýa – идея; мысль
if [if] cj – eger – если
ill [il] a – kesel, hassa – больной
illumination [ɪ'lju:mineɪʃn] n – çyra bezegi – иллюминация
important [im'pɔ:tənt] a – möhüm, wajyp – важный
impression [im'preʃn] n – täsir, duýgy – впечатление
in [in] prep – içinde – в
be in – öýde bolmak – быть дома
in front of – öňünde – перед
industrial [in'dʌstriəl] a – senagat – промышленный
industry ['ɪndʌstri] n – senagat – промышленность
institute ['ɪnstɪtju:t] n – institut – институт
interest ['ɪntrɪst] n – gyzyklanma; v – gyzyklanmak –
интересоваться
interesting ['ɪntrɪstɪŋ] a – gyzykly – интересный
interval ['ɪntəvəl] n – arakesme – перерыв
into ['ɪntə'ɪntu] prep – içinde – в
introduce [ɪntrə'dju:s] v – tanyşdyrmak, girizmek –
представлять; знакомить
invade [in'veɪd] v – basyp almak – завоевывать
island ['aɪlənd] n – ada – остров

it [it] pron – ol – он; она; оно
it is four o'clock – saat dört – 4 часа

J

jacket [ˈdʒækɪt] n – jaket – жакет
January [dʒænjuəri] n – yanvar – январь
job [dʒɒb] n – iş – работа
join [dʒɔɪn] v – goshulmak
journey [ˈdʒə:ni] – suyahat, suyahat etmek – путешествие
July [dʒu:ˈlai] n – iyul, июль
jump [dʒʌmp] n – bökme, towusma; bökme – прыжок
June [dʒu:n] n – iyun, июнь
just [dʒʌst] adv – yañu – только что
Just a minute! – Bir minut! – Минуточку!

K

keep [ki:p] v (kept, kept) – saklamak – хранить
key [ki:] n – açar – ключ
kill [kil] v – öldürmek – убивать
kilogramme [ˈkiləgræm] n – kilogram – килограмм
kilometer [ˈkiləˈmi:tə] n – kilometr – километр
kind [kaind] n – hil, görnüş – вид; сорт
What kind of book is this? – Bu nähili kitap? – Какая это книга?
king [kiŋ] – patışa – король
kitchen [ˈkiʃin] n – aşhane – кухня
kitchen-garden [ˈkiʃinˈgɑ:dn] – mellek, bakja, – огород
knight [nait] n – gaýduwsyz adam – рыцарь
know [nou] v (knew, known) – bilmek – знать
knowledge [ˈnɒliʒ] – bilim – знание

L

laboratory [ləˈbɔrətəri] n – laboratoriya – лаборатория
labour [ˈleibə] n – zähmet – труд
labour training – zähmet okuwu – трудовое обучение
lake [leik] n – köl – озеро
lamp [læmp] n – lampa – лампа
land [lænd] n – yer, gonnak – земля; приземляться
language [ˈlæŋgwɪʒ] n – dil – язык

large [la:ʤ] a – uly – большой
 last [la:st] v – dowam etmek – продолжаться
 last [la:st] a – soñky, öten – прошлый
 at last – ahyrsoñy – наконец
 late [leit] a – giç – поздно
 be late – gijä galmak – опаздать
 laugh [la:f] v – gülmek – смеяться
 lay [lei] v (laid, laid) – goýmak – класть; положить
 lay the table – saçak ýazmak – накрывать на стол
 leader [ˈli:də] n – serdar, ýolbaşçy – вождь; руководитель
 leap [ˈli:p] v – bökmek, bökjeklemek – прыгать; скакать
 learn [lə:n] v – öwrenmek, bilmek – учиться; узнавать
 least [li:st] – has az, has kiçi – наименьший
 leave [li:v] v (left, left) – taşlamak, taşlap gitmek – покидать
 leave school – mekdebi gutarmak – оканчивать школу
 leave [li:v] n – iş rugsady – отпуск
 left [left] a – çep – левый
 on the left – çepе – на лево
 leg [leg] n – aýak – нога
 less [les] a – az, azajyk – меньший
 lesson [ˈlesn] n – sarak – урок
 let [let] v (let, let) – rugsat bermek – позволять
 letter [ˈletə] n – harp, hat – письмо
 liberate [ˈlibəreit] v – boşatmak – освобождать
 librarian [laibˈbræriən] n – kitaphanaçy – библиотекарь
 library [ˈlaibrəri] n – kitaphana – библиотека
 lie [lai] v (lay, lain) – ýatmak – лежать
 life (laif) n – durmuş
 lift [lift] n – lift – лифт
 light [lait] v (lit, lit) – ýakmak – зажигать
 like [laik] v – halamak, a – meñzeş – нравиться
 What is the weather like today? – Şu gün howa nähili?
 – Какая сегодня погода?
 line [lain] n – setir – строка
 lip [lip] n – dodak – губа(ы)
 listen [ˈlisn] v – diňlemek – слушать
 literature [ˈliteritʃə] n – edebiýat – литература
 litre [ˈli:tə] n – litr – литр
 little [ˈlitl] a (less, least) – kiçi, az – маленький

live [liv] – yaşamak – жить
 living-room [ˈliviŋrʊm] n – yaşalýan otag – жилая комната
 local [ˈloukəl] n – ýerli ýaşaýjy, ýerli – местный
 lonely [ˈlounli] a – ýalňyz, ýeke – одинокий
 long [lɒŋ] a – uzyn, adv – uzak – длинный; долго
 look [luk] v – seretmek – смотреть
 look after – kimdir birine seretmek – смотреть за кем-то
 look for – gözlemek – искать
 lorry [ˈlɔri] – ýük maşyn – грузовик
 lose [lu:z] v (lost, lost) – ýitirmek, utulmak – терять
 lot [lɒt] a lot of – köp; lots of – köp – много
 loudly [ˈlaudli] adv – gaty, batly – громко
 love [lʌv] n – söýgi; v – söýmek – любить
 low [lou] a – pes – низкий
 lunch [lʌntʃ] n – guşluk – второй завтрак

M

machine [məˈʃi:n] – maşyn – машина
 made [meɪd] – seret make; a – edilen – сделанный
 magazine [ˈmæɡəˈzi:n] n – žurnal – журнал
 magic [ˈmædʒɪk] a – jadyly – волшебный
 magician [ˈmædʒɪʃən] n – jadygöý – волшебник
 main [mein] a – esasy – главный
 mainly [ˈmainli] adv – esasan, köp bölegi – главным образом
 make [meɪk] v (made, made) – etmek – делать
 make a bed – ýorgan-düşegi ýazmak – застилать
 make [meɪk] v – mejbur etmek – заставлять
 man [mæn] n (pl men) – erkek adam – мужчина
 many [ˈmeni] a (more, most) – köp, köpüsi – многие
 map [mæp] n – karta – карта
 March [mɑ:tʃ] n – mart, март
 march [mɑ:tʃ] v – marş etmek – маршировать
 mark [mɑ:k] n – baha – оценка
 market [ˈmɑ:kit] n – bazar – рынок, базар
 marry [ˈmæri] v – öýlenmek, durmuşa çykmak –
 жениться; выходить замуж
 master [ˈmɑ:stə] n – hökümdar, hojaýun – хозяин
 match [mætʃ] n – oýun, ýaryş – матч
 mathematics [mæθiˈmætiks] n – matematika – математика

may [mei] v – edip bilmek – мочь
 May [mei] n – мау, май
 me [mi:] pron – маña – мне
 mean [mi:n] v (meant, meant) – аңлатмак – значить
 meat [mi:t] – et – мясо
 medal [ˈmedl] n – medal – медаль
 meet [mi:t] v (met, met) – duşuşmak, tanyşmak –
 встретиться
 meeting [ˈmi:tiŋ] n – duşuşyk, ýuġnak – собрание
 member [ˈmembə] n – agza – член
 men [men] (pl man) – adamlar – люди
 merry [ˈmeri] a – şadyýan – радостный
 message [ˈmesidʒ] n – habar – сообщение
 middle [ˈmidl] n – ortasy – середина
 milk [milk] n – süýt – молоко
 million [ˈmiljən] n – million – миллион
 mind [maind] n – akyл, аң – ум; разум
 to my mind – meniň pikirimçe – по моему мнению
 mine [main] pron – meniň – мой
 minute [ˈminit] n – minut – минута
 mistake [misˈteik] n – ýalňyş – ошибка
 modern [ˈmɒdən] a – häzirki zaman – современный
 Monday [ˈmʌndi] n – duşenbe, понедельник
 money [ˈmʌni] n – pul – деньги
 month [mʌnθ] n – aý – месяц
 monument [ˈmɒnjument] n – ýadygärlik, heýkel – памятник
 most [moust] n – köpüsi, köp bölegi – наибольший
 mother [ˈmʌðə] n – eje – мать
 Motherland [ˈmʌðələnd] n – Watan – родина
 mountain [ˈmauntin] n – dag – гора
 move [mu:v] – hereket etmek, göçmek – двигаться
 much [mʌʃ] a (more, most) – köp; adv – örän – много
 mum [mʌm] n – eje – мама
 museum [mju:ˈziəm] n – muzeý – музей
 music [ˈmju:zik] n – saz – музыка
 musisian [mju:ˈziʃən] n – sazanda – музыкант
 must [mʌst] – maly, meli, borçly – должен
 my [mai] pron – meniň – моя
 myself [maiˈself] pron – meniň, özüm – я сам

N

name [neim] n – at, – имя
 nation [neifən] n – millet, döwlet, ýurt – нация; государство
 national [ˈnæʃjənl] – milli – национальный
 near [niə] prep – ýanynda – рядом
 nearly [ˈniəli] adv – takmynan – почти
 necessary [ˈnesisəri] a – zerur – необходимый
 need [ni:d] v – mätäç bolmak – нуждаться
 neither [ˈnaiðə] a, çj – hiç hili – ни тот ни другой
 neither – nor – ne...ne – ни... ни
 never [ˈnevə] adv – hiç haçan – никогда
 new [nju:] a – täze – новый
 newspaper [ˈnju:speipə] n – gazet – газет
 newsreel [ˈnju:zri:l] n – kinožurnal – киножурнал
 next [nekst] a – indiki; prep – ýanynda – следующий
 nice [nais] a – gowy – хороший
 night [nait] n – gije – ночь
 nine [nain] – dokuz – девять
 no [nou] adv – ýok, prep – hiç hili – никакой; нет
 nobody [ˈnoubədi] pron – hiç kim – никто
 nor [nɔ:] – neither – nor – ne...ne – ни...ни
 north [nɔ:θ] n – demirgazyk – север
 northern [ˈnɔ:ðən] a – demirgazykly – северный
 nose [nouz] n – burun – нос
 not [nɒt] adv – ýok – нет
 not at all – hiç; baş üstüne, bolýa-la – нисколько, не стоит
 note [nout] n – bellik – заметка
 nothing [ˈnʌθiŋ] pron – hiç zat – ничто
 novel [ˈnɒvl] n – roman – роман
 November [nouˈvembə] n – noýabr, ноябрь
 now [nau] adv – häzir – сейчас
 number [ˈnʌmbə] n – nomer – номер
 nylon [ˈnailən] n – neýlon – нейлон

O

ocean [ˈouʃən] n – umman – океан
 October [ɒkˈtoubə] n – oktýabr – октябрь
 off [ɒf] – take off – çykarmak – снимать
 office [ˈɒfis] n – edara – офис; учреждение

official [ˈɒfɪʃl] n – gullykçy, resmi – официальный
often [ˈɒfn] adv – ýygy-ýygydan, köp – часто
Olympic [ouˈlɪmpɪk] a – olimpiýa – олимпийский
on [ɒn] prep – üstünde – на
once [wɒns] adv – bir gezek, günleriň bir günü – однажды
at once – derrew, dessine – сразу
only [ˈounli] adv – diňe – только
open [ˈoʊpən] a – açyk, açmak – открыть
opera [ˈɔpərə] n – opera – опера
opinion [əˈpɪnjən] n – pikir – мнение
in my opinion – meniň pikirimçe – по моему мнению
opposite [ˈɔpəzɪt] adv – garşysynda – напротив
or [ɔː] conj – ýa-da – или
orchestra [ˈɔːkɪstrə] n – orkestr – оркестр
order [ˈɔdə] n – tertip, buýruk – указ
organization [ˈɔːgənaɪˈzeɪʃn] n – gurama – организация
organize [ˈɔːgənaɪz] v – guramak – организовывать
organizer [ˈɔːgənaɪzə] n – guramaçy – организатор
other [ˈʌðə] pron – başga – другой
our [ˈauə] pron – biziň – наш
ourselves [ˈauəˈselvz] pron – öz, özüňe, özüňi – себя
out [aʊt] prep – daşyna – наружу
be out – öýde bolmazlyk, çykamak – не быть дома
own [aʊn] a – özüniňki, v – eýe bolmak – собственный; обладать

Р

pack [pæk] v – gaplamak – запаковывать
packet [ˈpækɪt] n – paket, paçka – пакет
page [peɪdʒ] n – sahura – страница
paint [peɪnt] n – reňk; v – reňklemek – краска; красить
painter [ˈpeɪntə] n – suratkeş – художник
painting [ˈpeɪntɪŋ] n – sungat, surat – искусство
palace [ˈpælɪs] n – köşk – дворец
paper [ˈpeɪpə] n – kagyz – бумага
parade [pəˈreɪd] n – parad, v – nyzam – парад
be on parade – nyzama durmak – быть на линейке
parent [ˈpeərənt] n – ene-ata – родители
park [pɑːk] n – park – парк
part [pɑːt] n – bölüm – часть

take part – gatnaşmak – участвовать
party [ˈpa:ti] n – partiýa, topar – партия
party [ˈpa:ti] n – myhman alma, agşam – прием гостей
pass [pa:s] v – geçirmek, wagtyňy geçirmek – передавать
passenger [ˈpæsɪndʒə] n – ýolagşy – пассажир
past [pa:st] n – öten – прошлый
past [pa:st] prep – soň, gapdalyndan, duşundan – мимо
five minutes past two – bäş minut üçden işleýär – 5 минут

третьего

patriotic [ˈpætriˈɒtɪk] a – watansöýüjilikli,
watanperwerlik – патриотический
pay [peɪ] v (paid, paid) v – tölemek – платить
peace [ˈpi:s] n – parahatlyk, agzybirlik – мир
peasant [ˈpezənt] n – daýhan – крестьянин
pen [pen] n – ruçka – ручка
pencil [ˈpensl] n – galam – карандаш
pensioner [ˈpenʃənə] n – pensioner – пенсионер
people [ˈpi:pl] n – adamlar – люди
peoples – halk – народ
perform [pəˈfɔ:m] v – sahnada ýerine ýetirmek –
исполнять на сцене
performance [pəˈfɔ:məns] n – oýun – спектакль
perhaps [pəˈhæps] adv – mümkin – может быть
person [ˈpɜ:sn] n – adam – человек
physical [ˈfɪzɪkl] a – fizika – физика
physical training – bedenterbiýe – физкультура
piano [ˈpiænə] n – pianino – пианино
pick [pɪk] v – ýygnamak – собирать
pick up – galdyrmak – поднять
picture [ˈpɪktʃə] n – surat – рисунок
picture book [ˈpɪktʃebuk] n – suratly kitap – книжка с картинками
piece [pi:s] n – bölek – кусок
pig [pɪg] n – doňuz – свинья
pig-farm [ˈpɪgfɑ:m] – doňuz ferma – свиноферма
pilgrim [ˈpɪlgrɪm] n – haju – паломник
placard [plæka:d] n – plakat – плакат
place [pleɪs] n – ýer – земля
plain [pleɪn] n – düzlük, tekizlik – равнина
plan [plæn] n – maksatnama – план

plane [plein] n – uçar – самолет
 plant [pla:nt] n – завод – завод
 plate [pleit] n – tarelka – тарелка
 platform ['plætfɔ:m] n – platforma – платформа
 play [plei] n – rýesa, oýnamak – пьеса; играть
 player ['pleiə] n – oýunçu – игрок
 playground ['pleigraund] n – oýun oýnalýan –
 meýdança – площадка для игр
 pleasant ['pləzənt] n – ýakymly, mylaýum
 please [pli:z] – bař üstüne – пожалуйста
 plot [plɒt] n – mekdep mellegi – школьный участок
 poem [pouim] n – poema – поэма
 point [point] v – görkezmek – указывать
 political [pə'litikəl] a – syýasy – политический
 poor [puə] a – garyp – бедный
 popular ['pɒpjulə] a – meşhur – популярный
 population ['pɒpju'leifn] – ilat – население
 port [pɔ:t] n – port – порт
 portrait ['pɔ:trit] n – surat – портрет
 possible ['pɒsibl] a – mümkin – возможно
 post [poust] v – poçta bilen ibermek – отправлять по почте
 postcard ['poustka:d] n – poçta otkrytkasy – почтовая открытка
 postman ['poustmən] n – poçtalyon – почтальон
 post-office ['poust'ɒfis] n – poçta – почта
 potato [pə'teitou] n – kartoşka – картофель
 pound [paund] n – funt (pul birligi) – фунт
 prefer [pri'fə:] v – makul bilmek, dogry hasaplamak –
 – предпочитать
 present ['preznt] a – gatnaşmak, bolmak – присутствующий
 present ['preznt] n – sowgat – подарок
 price [praiz] n – sylag – цена
 produce [pre'dju:s] v – öndürmek – производить
 product ['prɒdʌkt] n – öndürme – изделие
 profession [prə'feʃn] n – kär – профессия
 programme ['prougrem] n – meýilnama – программа
 progress ['prougres] n – ösüş – прогресс
 promise ['prɒmis] v – söz bermek – обещать
 proud [praud] a – buýsanjaň – гордый
 public ['pʌblik] a – jemgyýetçilik – общественный

publish ['pʌbliʃ] v – çap etmek – опубликовать
pupil ['pjʊpl] n – okuwçu – ученик
put [put] v (put, put) – goýmak – класть
put a scarf on – galstuk dakmak – надеть галстук
put down – goýmak, goýbermek – опускать

Q

quarter ['kwɔ:tə] n – çäryek – четверть
queen [kwi:n] n – şazada
question ['kwestʃən] n – sorag – вопрос
quickly ['kwikli] adv – çalt – быстро
quite [kwait] adv – düýpleýin, ýeterlik – совсем

R

race [reis] n – çaryşmak – соревноваться
radio ['reidiou] n – radio – радио
radio set – radio – радиоприёмник
railway ['reilwei] n – demir ýol – железная дорога
rain [rein] n – ýaguş ýagmak; ýaguş – дождь
It is raining. – ýaguş ýagýar – идет дождь
raincoat ['reinkout] n – plaş – плащ
rainy ['reini] a – ýaguşly – дождливый
reach [ri:tʃ] v – gazanmak, ýetmek
read [ri:d] v (read [red], read [red]) – okamak – читать
reader ['ri:də] n – okuju – читатель
reading- room – okalga – читальный зал
ready ['redi] a – taýyn – готовый
be ready – taýyn bolmak – быть готовым
real [riəl] a – hakyky – настоящий
reason ['ri:zn] n – sebäp – причина
receive [ri'si:v] v – almak – получать
recite [ri'sait] v – labyzly aýtmak – декламировать
record ['rekɔ:d] n – rekord – рекорд
red [red] a – guzyl – красный
refrigerator [ri'fridʒəreitə] n – sowadyju – холодильник
region ['ri:ʒən] n – welaýat – область
relative ['relətiv] n – garyndaş – родственник
remain [ri'mein] v – galmak – оставаться
remember [ri'membə] v – ýatlamak – помнить

repeat [ri'pi:t] v – gaýtalamak – повторять
 reply [ri'plai] n – jogap; v – jogap bermek – отвечать
 report [ri'pɔ:t] n – cykyş; v – cykyş etmek – доклад;
 докладывать
 republic [ri'ɾɒblik] n – respublika – республика
 rest [rest] v – dynç almak – отдыхать
 have a rest – dynç almak – отдыхать
 result [ri'zɒlt] n – netije – результат
 return [ri'tɜ:n] v – gaýdyp gelmek – возвращаться
 revolution [ˈrevəluʃn] n – rewolusiýa – революция
 rich [ritʃ] n pl – baýlyk; a – baý – богатый
 right [rait] a – sag; dogry – правильный
 on the right – saga – на право
 That's all right! – Dogry! – Правильно!
 All right! – Bolýa! – Хорошо!
 ring [riŋ] v – (rang, rung) – jaň etmek – звонить
 rise [raiz] v – (rose, risen) – galmak – подниматься
 river [ˈrivə] n – derýa – река
 road [roud] n – ýol – дорога
 rock [rɒk] n – uly daş, gaýa – скала
 Roman [ˈroumən] n – rimli, – римлянин
 room [ru:m] n – otag – комната
 rose [rouz] n – bægül – роза
 round [raund] a – tegelek, daş-töwerek – круглый
 route [ru:t] n – ýol, ugur – путь
 row [rou] n – hatar – ряд
 rule [ru:l] n – kada, düzgün – правило
 run [ɾʌn] v – (ran run) – ylgamak, gaçmak – бегать
 Russian [ˈɾʌʃən] n – rus dili, rus – русский

S

sail [seil] v – ýüzmek, gaýykda ýüzmek – плавать на
 лодке под парусами
 salt [sɔ:lt] n – duz – соль
 salute [sə'lu:t] n – salýut – салют
 same [seim] pron – edil şonuň özi – тот же самый
 the same to you – hem şony arzuw edýärim – и вам
 того же желаю
 Saturday [ˈsætədi] n – şenbe, суббота

sausage [ˈsɔsɪdʒ] n – kolbasa – колбаса
 save [seɪv] v – halas etmek – спасать
 saw [sɔ:] n – byçgy, v – byçgylamak – пила
 say [sei] v (said [sed], said [sed]) – aýtmak, diýmek – сказать
 saying [ˈseɪɪŋ] – atalar sözi – поговорка
 scarf [ska:f] n – şarf – шарф
 school [sku:l] n – mekdep – школа
 school-bag – mekdep sumkasy – школьная сумка
 schoolmate – mekdepdeş – товарищ по школе
 score [skɔ:] n – hasap, hasap alyp barmak – счет
 sea [si:] n – deňiz – море
 seaside [ˈsi:said] n – deňziň kenary – морской берег
 season [ˈsi:zn] n – pasyl – сезон
 seat [si:t] n – ýer, oturgyç – сидение
 section [ˈseksjən] – bölümçe – секция
 see [si:] v (saw, seen) – görmek – видеть
 see off – ugratmak – провожать
 seem [si:m] v – görünmek, meňzetmek – казаться
 it seems to me – meniň pikirimçe – мне кажется
 sell [sel] v (sold, sold) – satmak – продавать
 send [send] v (sent, sent) – ibermek – отправлять
 sentence [ˈsentəns] n – fraza, sözlem – предложение
 serve [sə:v] v – gulluk etmek – обслуживать
 service [sə:vis] n – hyzmat – заслуга
 settle [setl] v – ýerleşmek, ornaşmak – поселиться
 settler [ˈsetlɚ] n – göçüp gelen – поселенец
 several [ˈsevrəl] pron – birnäçe – несколько
 shape [ʃeɪp] n – görnüş, şekil – образ
 she [ʃi:] pron – ol (aýal, gyz) – она
 sheep [ʃi:p] n (pl sheep) – goýun, – овца
 shelf [ʃelf] n (pl shelves) – tekje – полка
 shine [ʃaɪn] v (shone, shone) – nur saçmak, ýagty
 salmak – светить
 ship [ʃɪp] n – gämi – корабль
 shirt [ʃɜ:t] n – köýnek – рубашка
 shoe [ʃu:] n – köwüş – туфли
 shoot [ʃu:t] v (shot, shot) – atmak – стрелять
 shop [ʃɒp] n – dükan – магазин
 shop-girl [ˈʃɒpɜ:l] – satyju gyz – продавщица

shopman [ˈʃɒpmən] n – satyjy adam – продавец
 shopping [ˈʃɒpiŋ] n – satyn alma, dükana barmak – покупка
 do one shopping – bazarlamak – делать покупки
 shopping-bag [ˈʃɒpiŋbæg] n – zat satyn almak için
 sumka – сумка для покупок
 shop-window [ˈʃɒpwindou] n – dükan aýnasy – витрина
 short [ʃɔ:t] a – gysga – короткий
 shout [ʃaut] v – gygyrmak – кричать
 show [ʃou] v (showed, shown) – görkezmek – показать
 show [ʃou] n – oýun – спектакль
 shut [ʃʌt] v (shut, shut) – ýarmak – закрывать
 side [said] n – tarap – сторона
 sideboard [ˈsaidbɔ:d] n – serwant – сервант
 sight [sait] n – görnüŝ – вид
 sightseeing [ˈsaitsi:ŋ] n – ŝaheriň gözel ýerlerine
 seretmek – осмотр достопримечательностей
 silk [silk] n – ýüpek – шелк
 silver [ˈsilvə] n – kümüş – серебро
 since [sins] adv – şondan bäri – с тех пор
 sing [siŋ] v (sang, sung) – aýdym aýtmak – петь
 sister [ˈsistə] n – gyz dogan – сестра
 sit [sit] v (sat, sat) – oturmak – сидеть
 site [sait] n – meýdança – участок
 situated [ˈsitjuˈeitid] – be situated – ýerleşmek – находиться
 skate [skeit] n – konki, konkide tyrmak – кататься
 на коньках
 skating-rink [ˈskeitiŋriŋk] n – tyrylýan meýdança – каток
 ski [ski] n – lyža, lyžada ýöremek – лыжа
 skirt [skə:t] n – ýubka – юбка
 sleep [sli:p] v (slept, slept) – ýatmak – спать
 slogan [ˈslouɡən] n – şugar – лозунг
 slowly [ˈslouli] adv – haýal – медленно
 small [smɔ:l] a – kiçi – маленький
 smile [smaɪl] n – ýylgyryş, v – gülmek – улыбка; улыбаться
 snow [snou] n – gar – снег
 snowball [ˈsnoubɔ:l] n – gar topy – снежок
 snowman [ˈsnoumæn] n – gardan ýasalan adam – снеговик
 so [sou] adv – şeýlelik bilen – так
 soap [sɒp] n – sabyn – мыло

sock [sɒk] n – jorap – носки
sofa [soufə] n – sofa, diwan – софа; диван
soldier [ˈsouldʒə] n – esger – солдат
some [sʌm] pron – kābir, birnäçe, adv – некоторые
somebody [ˈsʌmbədi] pron – kimdir biri – кто-то
something [ˈsʌmθɪŋ] pron – nämedir bir zat – что-то
sometimes [ˈsʌmtaimz] adv – kāwagt – иногда
somewhere [ˈsʌmwɛə] adv – nirede bolsa – где-нибудь
son [sʌn] n – ogul – сын
song [sɒŋ] n – aýdym – песня
soon [su:n] adv – çalt, tiz, basym – вскоре
sorry [ˈsɔri] be sorry – gynanmak – сожалеть
soup [su:p] n – çorba – суп
source [sɔ:s] n – gözbaş, çeşme – источник
south [sauθ] n – günorta – юг
southern [ˈsʌðən] a – günorta – южный
speak [spi:k] v (spoke, spoken) – geplemek – разговаривать
spend [spend] v (spent, spent) – harç etmek, wagtyňy geçirmek – проводить время
splendid [ˈsplendid] a – ajaýur – прекрасный
spoon [spu:n] n – çemçe – ложка
sport [spɔ:t] n – sport – спорт
sportsman [ˈspɔ:tsmən] n – sportsmen – спортсмен
spring [sprɪŋ] n – güýz – осень
square [skwɛə] n – skwer, meýdan; kwadrat – сквер
stadium [ˈsteidjəm] n – stadion – стадион
stage [steiʒ] n – sahna – сцена
stamp [stæmp] a – marka – марка
stand [stænd] (stood, stood) – turmak – встать
start [stɑ:t] n – start, başlamak, ugramak – старт, начинать
state[steit] n – döwlet; a – döwletli – государство, государственный
station [ˈsteɪʃn] n – stansiýa – станция
stay [stei] v – galmak – оставаться
still [stil] adv – henizem – все ещё
stocking [ˈstɒkiŋ] n – jorap – чулок
stone [stoun] n – daş – камень
stop [stɒp] n – duralga; durmak – остановка, остановиться
store [stɔ:] n – uniwermag – универмаг

story [ˈstɔ:ri] n – gürrüñ – рассказ
 straight [streit] a – göni – прямой, прямо
 street [stri:t] n – köçe – улица
 strong [strɔŋ] a – güýçli – сильный
 struggle [ˈstrʌgl] n – söweş; v – söweşmek – борьба, бороться
 student [ˈstju:dent] n – talyp – студент
 subject [ˈsʌbʃɛkt] n – okuw dersi – предмет
 such [sʌtʃ] a – şeýle – такой, подобный
 suddenly [ˈsʌdnli] adv – birden – вдруг
 sugar [ˈfʊgə] n – şeker – сахар
 suit [sju:t] n – kostýum – костюм
 suitcase [ˈsju:tkeis] n – çemedan – чемодан
 summer [ˈsʌmə] n – tomus – лето
 sun [sʌn] n – Gün – Солнце
 Sunday [ˈsʌndi] n – ýekşenbe, воскресенье
 sunny [ˈsʌni] a – güneşli – солнечный
 supper [ˈsʌpə] n – agşamky nahar – ужин
 suppose [səˈpouz] v – çak etmek – предполагать
 sure [ʃuə] be sure – ynamly bolmak – быть уверенным
 sweep [swi:p] v – (swept, swept) – süpürmek – вытирать
 sweet [swi:t] n – konfet, süýji – конфета
 swim [swim] v – (swam, swum) – ýüzmek – плавать
 swimming pool [ˈswimiŋˈpu:l] – ýüzmek üçin basseýn – бассейн
 sword [sɔ:d] a – gylyç – шпага; меч

T

table [ˈteibl] n – stol – стол
 take [teik] v (took, taken) – almak – брать
 take off – çykarmak – снимать
 take part – gatnaşmak – принимать участие
 take place – bolup geçmek – происходить
 talk [tɔ:k] n – gürrüñ; gürrüñ etmek – разговаривать
 tall [tɔ:l] a – beýik – высокий
 task [tas:k] n – ýumuş – задание
 tea [ti:] n – çay – чай
 teacher [ˈti:tʃə] n – mugallym – учитель
 team [ti:m] n – komanda – команда
 telegram [ˈteligræm] n – telegramma – телеграмма
 telephone [ˈtelifoun] n – telefon – телефон

television [ˈteliˈvɪzən] n – telewideniýe – телевидение
tell [tel] v (told, told) – gürrüň bermek, aýtmak – рассказывать
temperature [ˈtemprɪtʃə] n – temperatura – температура
tennis [ˈtenɪs] n – tennis – теннис
tent [tent] n – çadyr – палатка
text [tekst] n – tekst – текст
thank [θæŋk] v – sag bol aýtmak – благодарить
thank you – sag bol – спасибо
that [ðæt] pron – ol – тот, та
the [ðə] – belli artikl – определенный артикль
theatre [ˈθiətə] n – teatr – театр
their [ðeə] pron – olaryň – их
them [ðem] pron – olara – им
themselves [ðemˈselvz] pron – olaryň – их
then [ðen] adv – soň, soňra – затем, потом
there [ðeə] adv – ol ýerde – там
these [ði:z] pron – bular – эти
they [ðei] pron – olar – они
thick [θɪk] a – galyň, ýogun – толстый
thin [θɪn] a – inçe, ýuka – тонкий
thing [θɪŋ] n – zat – вещь
think [θɪŋk] v (thought, thought) – pikir etmek – думать
this [ðɪs] pron – bu, şu – этот, эта
those [ðouz] pron – olar – те
though [ðou] cj – garamazdan – хотя
thousand [ˈθauzənd] – müň – тысяча
throw [θrou] v (threw, thrown) – zuyňmak – бросать
Thursday [ˈθə:zdi] n – penşenbe, четверг
ticket [ˈtɪkɪt] n – bilet – билет
tie [tai] n – galstuk – галстук; v – daňmak – завязывать
tights [taɪts] n – kalgotka – колготки
till [tɪl] prep – çenli – до
time [taɪm] n – wagt – время
time-table [ˈtaɪmteɪbl] n – расписание
title [taɪtl] n – sözbaşy – заголовок
to [tu] prep – tarap, ugur – к, в
today [təˈdeɪ] adv – şu gün – сегодня
together [təˈgeðə] adv – bile – вместе
tomorrow [təˈmɔ:rou] adv – ertir – завтра

too [tu] adv – hem, örän – тоже, слишком
 tomb [tu:m] n – mazar ýadygärligi – надгробие
 top [tɒp] n – depe, çürdepe – верхушка
 touch [tʌtʃ] v – el degirmek – дотрагиваться
 towel [ˈtauəl] n – polotense – полотенце
 tower [ˈtauə] n – minara, diň – башня
 town [ˈtaun] n – şäher – город
 toy [tɔi] n – oýunjak – игрушка
 tractor [ˈtræktə] n – traktor – трактор
 tractor driver [ˈtræktədˈdraivə] n – traktor sürüji – тракторист
 trade [ˈtreid] n – senet, kär – ремесло, профессия
 tragedy [ˈtrædʒidi] n – betbagtçylyk – трагедия
 train [trein] n – otly – поезд
 train [trein] v – türgenleşik – тренироваться
 tram [træm] n – tramwaý – трамвай
 translate [trænsˈleit] v – terjime etmek – переводить
 travel [ˈtrævl] v – syýahat etmek – путешествовать
 tree [tri:] n – açaç – дерево
 tribune [ˈtribju:n] n – tribuna – трибуна
 trip [trip] n – syýahat – путешествие
 trolley-bus [ˈtrɒlibʌs] n – trolleýbus – троллейбус
 troop [tru:p] n – goşun – войско
 trousers [ˈtrauzəz] n – jalbar – брюки
 true [tru:] a – dogry, weraly – верный, преданный
 truth [truθ] a – dogry – правда, истина
 try [traɪ] v – synanyşmak – попытаться
 try on – geýip görmek – примерить
 Tuesday [ˈtju:zdi] a – sişenbe, вторник
 turn [tɜ:n] v – öwürmek, öwrülme – повернуть
 turn off – ýarmak, öçürmek – закрывать, выключать
 turn on – açmak, ýakmak – открывать, включать
 TV set [ˈti:ˈvi:ˈset] n – telewizor – телевизор
 turning [tɜ:niŋ] n – öwürüm, çatryk – поворот, перекресток

U

umbrella [ʌmˈbrɛlə] n – saýawan – зонтик
 uncle [ˈʌŋkl] n – daýy – дядя
 under [ʌndə] prep – aşagynda – под
 underground [ˈʌndəgraund] n – metro – метро

underlined [ˈʌndelaɪnd] a – aşagy çyzylan – подчеркнутый
understand [ˈʌndəstænd] v (understood, understood) –
– düşünmek – понимать
unit [ˈjuːnɪt] n – goşun bölümi, bütewi, birlik –
войсковая часть, единица
unite [ˈjuːnaɪt] v – birikmek – объединяться
university [ˈjuːnɪˈvɜːsɪti] n – uniwersitet – университет
until [ʌnˈtɪl] cɹ – çenli, şoña çenli – пока
up [ʌp] adv – ýokaryk – вверх
use [juːz] v – ulanmak – использовать
useful [ˈjuːsful] a – peýdaly – полезный
usually [ˈjuːʒuəli] adv – adatça – обычно

V

vally [ˈvæli] n – jülge – долина
variety [vəˈraɪəti] n – estrada konserti – эстрадный концерт
vegetable [ˈvedʒətəbl] n – gök önümler – овощи
very [veri] adv – örän – очень
victory [ˈvɪktəri] n – ýeňiş – победа
view [vjuː] n – görnüş – вид
village [ˈvɪlɪdʒ] n – oba – деревня
visit [ˈvɪzɪt] v – gatnaşmak; n – myhmançylyga barma
– посещение, навещать
volley-ball [ˈvɒlibɔːl] n – woleýbol – волейбол

W

wait (for) [weɪt] v – garaşmak – ждать
wake [weɪk] v (woke, woken) – ukudan turmak – просыпаться
walk [wɔːk] n – gezelenç; v – gezelenç etmek – гулять, прогулка
for a walk – gezelenç etmäge gitmek – идти на прогулку
walk on – gitmek – идти
wall [wɔːl] n – diwar – стена
want [wɒnt] v – islemek – хотеть
war [wɔː] n – uruş – война
wardrobe [ˈwɔːdroub] n – geým çykarýlýan – гардероб
warm [wɔːm] a – ýyly – теплый
watch [wɒtʃ] n – el sagady; v – seretmek – часы, смотреть,
наблюдать
watch TV – telewizora seretmek – смотреть телевизор

water [wɔtə] n – suw – вода
 way [wei] – ýol, ugrur – путь, дорога
 on the way – ýol ugruna – по дороге
 we [wi] pron – biz – мы
 wear [wɛə] v (wore, worn) – geýmek – носить
 weather [ˈweðə] n – howa – погода
 Wednesday [ˈwenzdi] n – çarşenbe, среда
 week [wi:k] n – hepde – неделя
 well [wel] adv – gowy – хорошо
 be well – sagdyn bolmak – быть здоровым
 west [west] n – günbatar – запад
 western [westən] – günbatar – западный
 what [wɔt] pron – näme, nähili – что, какой
 wheat [wi:t] n – bugdaý – пшеница
 when [wen] adv, cj – haçan – когда
 where [wɛə] adv, cj – nirä – куда
 which [wiʃ] pron – haýsy – какой
 while [ˈwail] cj – şol wagtyň özünde, haçan – в то время
 white [wait] a – ak – белый
 who [hu:] pron – kim – кто
 whole [houl] a – hemmesi – весь
 why [wai] adv – näme üçin – почему
 wife [waif] n – gelin, aýal – жена
 win [win] v (won, won) – utmak ýeňmek – победить, выиграть
 wind [wind] n – şemal – ветер
 windy [windi] a – şemally – ветренный
 window [ˈwindou] n – ärişge, aýna – окно
 winter [wintə] n – gyş – зима
 wish [wiʃ] n – arzuw, isleg – пожелание; желать
 with [wið] prep – bilen – с
 without [wiˈðaut] prep – syz – без
 woman [ˈwumən] n (pl women) – aýal, zenan – женщина
 women [wimin] n (pl woman dan) – aýallar – женщины
 wonderful [ˈwʌndəfʊl] a – ajaýup – замечательный
 wood [wu:d] n – agaç, tagta, tokaý – дерево; лес
 wool [wul] n – ýüň – шерсть
 word [wɜ:d] n – söz – слово
 work [wɜ:k] n – iş; v – işlemek – работа; работать
 worker [wɜ:kə] n – işçi – рабочий

workshop [ˈwɜ:kʃɒp] n – ussahana – мастерская
world [wɜ:ld] n – dünýä – мир
worse [wɜ:s] a – erbedräk – худший
worst[wɜ:st] a – iň erbedi – наихудший
write [raɪt] v (wrote, written) – ýazmak – писать
writer [ˈraɪtə] n – ýazyjy – писатель
wrong [rɒŋ] a – nädogry – неправильный

Y

yard [ja:d] a – howly – двор
year [jɪə] n – ýyl – год
yellow [ˈjeləʊ] a – sary – желтый
yes [jes] adv – hawa – да
yesterday [ˈjestədi] adv – dün – вчера
yet [jet] adv – heniz, eýýäm – еще, уже
you [ju:] pron – sen, siz – вы
young [jʌŋ] a – ýaş – молодой
your [jɔ:] pron – siziň – ваш
yourself [jɔ:ˈself] pron – özüň, özüňe – себе
yourselves [jɔ:ˈselvz] pron – özüňize, özüňiz – себя, сами

CONTENTS

Unit 1.	To have, have (has) got işlikleri	7
	Summer holidays	10
Unit 2.	Memory Work	12
Unit 3.	At the Lesson	14
Unit 4.	Deciding Their Future	20
Unit 5.	Education in Turkmenistan	22
Unit 6.	The forms of Present Indefinite for expressing the action in future in subordinate clauses of time.....	24
	A Letter	26
Unit 7.	The Adverb	29
Unit 8.	Degrees of Comparison of Adjectives Speling rule	31
	Sports in Our Life	33
	Sports and Games	36
Unit 9.	A Pupil's Day.....	42
Unit 10.	The New Year	48
Unit 11.	The Passive Voice	52
Unit 12.	Possessive Pronoun «whose». Pronouns some, any, no, something, anything, nothing, somebody, anybody, nobody.	
	Curban's Room.....	57
Unit 13.	Grammar. Present Indefinite (3-nji ýönkemäniň birligi)	61
	Two Jokes to be Retold	63
	a) A Naughty Boy	
	b) Too Clever	

Unit 14.	Degrees of comparison of Adjectives many, much, little, good, bad	64
	The Four Seasons of the Year	
Unit 15.	Mother; Affection Reflected on human being...	69
Unit 16.	Independent Turkmenistan	71
	Describing People's Character	74
	Describing People's Appearance	75
	Visiting a Doctor	83
	Travelling by Air.....	94
Unit 17.	Prepositions of Place.....	100
	At the Library	104
Unit 18.	Grammar. Direct and Indirect Speech.....	106
	Yuri Zharov and His English Friend.....	110
Unit 19.	Holidays in Great Britain.....	116
Unit 20.	Proverbs. Postcards	120
Unit 21.	Modal Verbs	122
	A Chat During the interval	126
Unit 22.	The Present Continuous Tense	129
Unit 23.	Gonur-Depe Is the Oldest City of Turkmen.....	138
Unit 24.	The Present Perfect Tense	141
	In the Dining-Hall	144
Unit 25.	Memorial Day	148
Unit 26.	Learning Styles.....	150
	Like and Dislike.....	153
Unit 27.	Social Customs.....	155
Unit 28.	Nile Cruises.....	160
Unit 29.	The Past Simple Tense	167
	The Past Continuous Tense	177
Unit 30.	The Past Perfect Tense.....	183
	School Friends Meet Again	185
Unit 31.	Studying in Britain.....	190
	Application Forms	197
Unit 32.	Environmental Protection	203
Unit 33.	Flag Is the Honour of the Turkmen Nation...	206
Unit 34.	Food and Health	208

Unit 35.	My Favourite writer	219
Unit 36.	«To be Able» in the Future Indefinite Tense ..	221
	To have + Infinitive in the Future	
	Indefinite Tense	222
Unit 37.	A Drop of Water – a Grain of Gold.....	224
Unit 38.	Oil and Gas Extraction in Turkmenistan.....	228
Unit 39.	Akhalteke Horses.....	229
Unit 40.	1. A Talk About Education in Britain.....	231
	2. The British Isles	234
	3. London.....	235
Unit 41.	Turkmen Carpets.....	236
References	239
Vocabulary	249

**Aly Gurbanow, Lýudmila Gurbanowa,
Fatima Nurgeldiyewa**

IÑLIS DILI

Orta mekdepleriň IX synpy üçin okuw kitaby

ikinji neşir

Redaktor	<i>O. Pirnepesowa</i>
Surat redaktory	<i>G. Orazmyradow</i>
Teh.redaktor	<i>O. Nurýagdyýewa</i>
Neşir üçin jogapkär	<i>R. Alyýew</i>

Ýygnamaga berildi 15.08.2012. Çap etmäge rugsat edildi 10.09.2012.

Möçberi 60x90^{1/16}. Ofset kagyzy. Mekdep garniturasy.

Ofset çap ediliş usuly. Fiz. çap listi 18.0.

Şertli reňkli ottiski 72.25. Hasap-neşir listi 16.95.

Çap listi 18.0. Sany 118 000. Sargyt № 2163.

Türkmen döwlet neşirýat gullugy.

744004, Aşgabat, Garaşsyzlyk şaly, 100.

Türkmen döwlet neşirýat gullugynyň Metbugat merkezi.

744004, Aşgabat, 1995-nji köçe, 20.

Okuw kitabyň peýdalanylyşy barada maglumat

№	Okuwçynyň ady we atasynyň ady	Okuw ýyly	Kitabyň saklanyş ýagdaýy	
			Okuw ýylynyň başynda	Okuw ýylynyň ahyrynda
1				
2				
3				
4				
5				